BOWDOIN COLLEGE

2009–2010 CATALOGUE

BRUNSWICK, MAINE

AUGUST 2009

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Bowdoin College complies with applicable provisions of federal and state laws that prohibit discrimination in employment, admission, or access to its educational or extracurricular programs, activities, or facilities based on race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, veteran status, or against qualified individuals with disabilities on the basis of disability.

The information in this publication was accurate at the time of publication. However, Bowdoin College reserves the right to make changes at any time without prior notice to any of the information, including but not limited to course offerings, degree requirements, regulations, policies, procedures, and charges. The College provides the information herein solely for the convenience of the reader, and to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

In compliance with the Campus Security Act of 1990, Bowdoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request.

Bowdoin College and the other members of the New England Small College Athletic Conference take strong stands against abusive drinking and its negative side effects. The vast majority of students at these colleges who choose to drink alcohol do so responsibly. Those who abuse alcohol receive a combination of discipline and education. Additionally, all of the member schools expressly prohibit hazing.

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College Calendar

Unless otherwise indicated, regular class schedules are in effect on holidays listed.

208th Academic Year (proposed calendar subject to change)

2009

August 21, Friday	Ramadan begins at first light
August 25-29, Tues.-Sat.	Pre-Orientation trips
August 29, Saturday	College housing ready for occupancy for first-year students only, 9:00 a.m.
August 29-Sept. 2, Sat.-Wed.	Orientation
September 1, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
September 2, Wednesday	Opening of the College—Convocation, 3:30 p.m.
September 3, Thursday	Fall semester classes begin, 8:00 a.m.
September 7, Monday	Labor Day (College holiday, many offices closed)
September 10-12, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
September 12, Saturday	Common Good Day (athletic teams away)
September 18-20, Fri.-Sun.	Rosh Hashanah, begins at sundown on Sept. 18 and concludes at sundown on Sept. 20
September 20, Monday	Ramadan ends at last light
September 27-28, Sun.-Mon.	Yom Kippur, begins at sundown on Sept. 27 and concludes at sundown on Sept. 28
October 9, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 12
October 14, Wednesday	Fall vacation ends, 8:00 a.m.
October 15-17, Thurs.-Sat.	Meetings of the Board of Trustees (athletic teams home)
October 16-18, Fri.-Sun.	Homecoming Weekend (athletic teams home)
October 30, Friday	Sarah and James Bowdoin Day (athletic teams home)
Oct. 30- Nov. 1, Fri.-Sun.	Parents Weekend (athletic teams home)
November 25, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 25-27: College holidays, many offices closed)
November 30, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 11, Friday	Last day of classes
December 12-15, Sat.-Tues.	Reading period
December 16-21, Wed.-Mon.	Fall semester examinations
December 22, Tuesday	College housing closes for winter break, noon
December 24, Thursday	Christmas Eve holiday (College holiday, many offices closed)
December 25, Friday	Christmas holiday (College holiday, many offices closed)
December 31, Thursday	New Year's Eve holiday (College holiday, many offices closed)

2010

January 1, Friday	New Year's holiday (College holiday, many offices closed)
January 18, Monday	Martin Luther King Jr. Day (College holiday, many offices closed)
January 23, Saturday	College housing available for occupancy, 8:00 a.m.
January 25, Monday	Spring semester classes begin, 8:00 a.m.
February 4-6, Thurs.-Sat.	Meetings of the Board of Trustees
February 15, Monday	Presidents' Day, classes in session (College holiday, many offices closed)
March 12, Friday	Spring vacation begins after last class
March 13, Saturday	College housing closes for spring vacation, noon
March 27, Saturday	College housing available for occupancy, 8:00 a.m.
March 29, Monday	Spring vacation ends, 8:00 a.m.
March 29-April 6, Mon.-Tues.	Passover, begins at sundown on March 29 and concludes at sundown on April 6
April 2, Friday	Good Friday
April 4, Sunday	Easter
April 8-10, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
May 12, Wednesday	Last day of classes; Honors Day
May 13-15, Thurs.-Sat.	Meetings of the Board of Trustees
May 13-16, Thurs.-Sun.	Reading period
May 17-22, Mon.-Sat.	Spring semester examinations
May 23, Sunday	College housing closes for non-graduating students, noon
May 28, Friday	Baccalaureate
May 29, Saturday	The 205th Commencement Exercises
May 29, Saturday	College housing closes for graduating students, 6:00 p.m.
May 31, Monday	Memorial Day (College holiday, many offices closed)
June 3-6, Thurs.-Sun.	Reunion Weekend
July 5, Monday	Fourth of July holiday—Observed (College holiday, many offices closed)

Notes:

Regular class schedules in effect on holidays listed unless otherwise noted. Staff, check with supervisor to determine if office is closed.

*Wednesday, November 25 classes will be rescheduled on a class-by-class basis by the course instructor.

209th Academic Year (proposed calendar subject to change)

2010

August 10, Tuesday	Ramadan begins at first light
August 24-28, Tues.-Sat.	Pre-Orientation trips
August 28, Saturday	College housing ready for occupancy for first-year students only, 9:00 a.m.
August 28-September 1, Sat.-Wed.	Orientation
August 31, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
September 1, Wednesday	Opening of the College—Convocation, 3:30 p.m.
September 2, Thursday	Fall semester classes begin, 8:00 a.m.
September 6, Monday	Labor Day (College holiday, many offices closed)
September 8-10, Wed. -Fri.	Rosh Hashanah, begins at sundown on Sept. 8 and concludes at sundown on Sept.10
September 10, Friday	Ramadan ends at last light
Sept. 16-18, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
September 17-18, Fri.- Sat.	Yom Kippur, begins at sundown on Sept. 17 and concludes at sundown on Sept. 18
Sept. 25, Saturday	Common Good Day (athletic teams away)
Sept. 30-Oct. 2, Thurs.-Sat.	Meetings of the Board of Trustees (athletic teams home)
October 1-3, Fri.-Sun.	Homecoming Weekend (athletic teams home)
October 8, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 11
October 13, Wednesday	Fall vacation ends, 8:00 a.m.
October 22, Friday	Sarah and James Bowdoin Day (athletic teams home)
October 22-24, Fri.-Sun.	Parents Weekend (athletic teams home)
November 24, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (November 24- 26: College holidays, many offices closed)
November 29, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 10, Friday	Last day of classes
December 11-14, Sat.-Tues.	Reading period
December 15-20, Wed.-Mon.	Fall semester examinations
December 21, Tuesday	College housing closes for winter break, noon
December 24, Friday	Christmas Eve holiday (College holiday, many offices closed)
December 27, Monday	Christmas holiday observed (College holiday, many offices closed)
December 30, Thursday	New Year's Eve holiday observed (College holiday, many offices closed)
December 31, Friday	New Year's Day observed (College holiday, many offices closed)

2011

January 1, Saturday	New Year's holiday (observed in 2010—see above)
January 17, Monday	Martin Luther King Jr. Day (College holiday, many offices closed)
January 22, Saturday	College housing available for occupancy, 8:00 a.m.
January 24, Monday	Spring semester classes begin, 8:00 a.m.
February 10-12, Thurs.-Sat.	Meetings of the Board of Trustees
February 21, Monday	Presidents' Day, classes in session (College holiday, many offices closed)
March 11, Friday	Spring vacation begins after last class
March 12, Saturday	College housing closes for spring vacation, noon
March 26, Saturday	College housing available for occupancy, 8:00 a.m.
March 28, Monday	Spring vacation ends, 8:00 a.m.
Apr. 7-9, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
April 18- 26, Mon.-Tues.	Passover, begins at sundown on April 18 and concludes at sundown on April 26
April 22, Friday	Good Friday
April 24, Sunday	Easter
May 11, Wednesday	Last day of classes; Honors Day
May 12-14, Thurs.-Sat.	Meetings of the Board of Trustees
May 12-15, Thurs.-Sun.	Reading period
May 16-21, Mon.-Sat.	Spring semester examinations
May 22, Sunday	College housing closes for non-graduating students, noon
May 27, Friday	Baccalaureate
May 28, Saturday	The 206th Commencement Exercises
May 28, Saturday	College housing closes for graduating students, 6:00 p.m.
May 30, Monday	Memorial Day (College holiday, many offices closed)
June 2-5, Thurs.-Sun.	Reunion Weekend
July 4, Monday	Fourth of July holiday (College holiday, many offices closed)

Regular class schedules in effect on holidays listed unless otherwise noted. Staff, check with supervisor to determine if office is closed.

**Wednesday, November 24 classes will be rescheduled on a class-by-class basis by the course instructor.

210th Academic Year (proposed calendar subject to change)

2011

August 1, Monday	Ramadan begins at first light
August 23-27, Tues.-Sat.	Pre-Orientation trips
August 27, Saturday	College housing ready for occupancy for first-year students only, 9:00 a.m.
August 27-31, Sat.-Wed.	Orientation
August 30, Tuesday	Ramadan ends at last light
August 30, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
August 31, Wednesday	Opening of the College—Convocation, 3:30 p.m.
September 1, Thursday	Fall semester classes begin, 8:00 a.m.
September 5, Monday	Labor Day (College holiday, many offices closed)
Sept. 17, Saturday	Common Good Day (athletic teams here)
Sept. 22-24, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
September 28-30, Wed. -Fri.	Rosh Hashanah, begins at sunset on Sept. 28 and concludes at sunset on Sept.30
October 7, Friday	Fall vacation begins after last class; Note: Columbus Day is Monday, Oct. 10
October 7-8, Fri.- Sat.	Yom Kippur, begins at sunset on Oct. 7 and concludes at sunset on Oct. 8
October 12, Wednesday	Fall vacation ends, 8:00 a.m.
October 13-15, Thurs.-Sat.	Meetings of the Board of Trustees (athletic teams here)
October 14-16, Fri.-Sun.	Homecoming Weekend (athletic teams here)
October 28, Friday	Sarah and James Bowdoin Day (athletic teams here)
October 28-30, Fri.-Sun.	Parents Weekend (athletic teams here)
November 23, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (Nov. 23-25: College holidays, many offices closed)
November 28, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 9, Friday	Last day of classes
December 10-13, Sat.-Tues.	Reading period
December 14-19, Wed.-Mon.	Fall semester examinations
December 20, Tuesday	College housing closes for winter break, noon
December 23, Friday	Christmas Eve holiday observed (College holiday, many offices closed)
December 26, Monday	Christmas holiday observed (College holiday, many offices closed)
December 30, Friday	New Year's Eve holiday observed (College holiday, many offices closed)

2012

January 2, Monday	New Year's holiday observed (College holiday, many offices closed)
January 16, Monday	Martin Luther King Jr. Day (College holiday, many offices closed)
January 21, Saturday	College housing available for occupancy, 8:00 a.m.
January 23, Monday	Spring semester classes begin, 8:00 a.m.
February 9-11, Thurs.-Sat.	Meetings of the Board of Trustees
February 20, Monday	Presidents' Day, classes in session (College holiday, many offices closed)
March 9, Friday	Spring vacation begins after last class
March 10, Saturday	College housing closes for spring vacation, noon
March 24, Saturday	College housing available for occupancy, 8:00 a.m.
March 26, Monday	Spring vacation ends, 8:00 a.m.
March 29-Apr. 1, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
April 6, Friday	Good Friday
April 6-14, Fri.-Sat.	Passover, begins at sunset on April 6 and concludes at sunset on April 14
April 8, Sunday	Easter
May 9, Wednesday	Last day of classes; Honors Day
May 10-12, Thurs.-Sat.	Meetings of the Board of Trustees
May 10-13, Thurs.-Sun.	Reading period
May 14-19, Mon.-Sat.	Spring semester examinations
May 20, Sunday	College housing closes for non-graduating students, noon
May 25, Friday	Baccalaureate
May 26, Saturday	The 207th Commencement Exercises
May 26, Saturday	College housing closes for graduating students, 6:00 p.m.
May 28, Monday	Memorial Day (College holiday, many offices closed)
May 30 - June 3, Thurs.-Sun.	Reunion Weekend
July 4, Wednesday	Fourth of July holiday (College holiday, many offices closed)

Regular class schedules in effect on holidays listed unless otherwise noted. Staff, check with supervisor to determine if office is closed.

*Wednesday, November 23 classes will be rescheduled on a class-by-class basis by the course instructor.

General Information

Bowdoin is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 22,000 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages vi–xi.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers about 1,720 students (49 percent male, 51 percent female; last two classes 48/52 percent and 49/51 percent); about 250 students study away one or both semesters annually; 91 percent complete the degree within five years.

Faculty: Student/faculty ratio 9:1; the equivalent of 185 full-time faculty in residence, 98 percent with Ph.D. or equivalent; 24 head athletic coaches.

Geographic Distribution of Students: New England, 42.4 percent; Middle Atlantic states, 22.9 percent; Midwest, 8.2 percent; West, 11.5 percent; Southwest, 2.9 percent; South, 7.3 percent; international, 4.7 percent. Forty-nine states, the District of Columbia, Puerto Rico, and twenty-six countries are represented. Minority and international enrollment is 30 percent.

Statistics: As of June 2009, 35,932 students have matriculated at Bowdoin College, and 27,904 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni/ae include 17,838 graduates, 1,960 nongraduates, 130 honorary degree holders (43 alumni/ae, 87 non-alumni/ae), 31 recipients of the Certificate of Honor, and 237 graduates in the specific postgraduate program.

Offices and Office Hours: The Admissions Office is located in Burton-Little House. Offices of the president and dean for academic affairs are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Treasurer's Office is located in Ham House on Bath Road. Business offices and the Human Resources Office are in the McLellan Building at 85 Union Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The Office of the Registrar, the Dean of Student Affairs Office, and Bowdoin Career Planning are in the Moulton Union. The Counseling Service is at 32 College Street. The Department of Facilities Management and the Office of Safety and Security are in Rhodes Hall.

For additional information on College offices and buildings, see Campus and Buildings, page 380, and the Campus Map and list of offices on pages 384–387.

In general, the administrative offices of the College are open from 8:30 A.M. to 5:00 P.M., Monday through Friday.

Telephone Switchboard: Bowdoin College uses an automated call processing system on its main number, 207-725-3000. A live operator can be reached 24 hours a day, seven days a week, by pressing "0." Further information about telephone numbers can be found on the Bowdoin College Web site at www.bowdoin.edu.

The Mission of the College

It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the eighteenth and nineteenth centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them . . . but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends. . .; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects men and women of varied gifts; diverse social, geographic, and racial backgrounds; and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education both of undergraduates and of themselves, as life-long creators and pursuers of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic.

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

General education in liberal arts. The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study, to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West; and it encourages study abroad to foster students' international awareness and linguistic mastery.

The major field of study and independent work. Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also of supervision of advanced student projects.

Essential skills. The unevenness of American secondary education, the diversity of student backgrounds and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals, and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society; and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

2. Social and Residential.

Bowdoin students are selected from a large pool of applicants for their intellectual ability, seriousness of purpose and personal qualities. By design, they differ widely in their backgrounds and talents, be they artistic, athletic, scientific, or otherwise. To enable such students to learn from each other, and to make lasting friendships, the College is dedicated to creating a rewarding and congenial residence life, open to all students, which, with communal dining, is at the core of the mission of a residential college. Bowdoin's system is based on residence halls linked to restored, medium-sized, self-governing former fraternity houses.

The College devotes the talent of staff and faculty, and of students themselves, to the creation of opportunities for student growth and leadership in these residential contexts, reinforced by many volunteer programs and activities, student-run campus organizations, and opportunities to plan careers.

3. Athletic.

Intercollegiate athletic competition against colleges with shared academic values, and other non-varsity sports, can foster self-control, poise, leadership, good health and good humor. Bowdoin encourages student participation in professionally coached varsity and club programs, as well as intramural sports, and in an outing club program that enables students to explore and test themselves in Maine's rivers and forests and on its seacoast and islands.

4. Esthetic and Environmental.

The College is dedicated to constructing and preserving buildings and campus spaces of the highest quality, believing that their beauty and serenity shape campus intellectual and esthetic life and inform the sensibilities of students who as graduates will influence the quality of spaces and buildings in their towns, businesses, and homes. A quadrangle of oaks and pines, ringed with historic architecture, and containing two museums with major collections of art and Arctic craft, deepens a Bowdoin student's sense of place, history and civilization.

As a liberal arts college in Maine, Bowdoin assumes a particular responsibility to use nature as a resource for teaching and engaging students — notably to help them obtain a broad sense of the natural environment, local and global, and the effects and the role of human beings regarding it.

5. Ethical.

Implicit in and explicit to its mission is the College's commitment to creating a moral environment, free of fear and intimidation, and where differences can flourish. Faculty and students require honesty in academic work. Coaches instruct that fatigue and frustration are no excuse for personal fouls. Deans and proctors set standards of probity and decency and enforce them, with student participation, in College procedures. Yet, recognizing that life will present graduates with ambiguities that call for certainty less than for balance and judgment, Bowdoin makes few decisions for students, academically or socially — perhaps fewer than do many other residential colleges. It does so believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives, curricular and social. But the College also causes these decisions to occur in a context of density and variety—of ideas, artistic expression, and exposure to other cultures and other races—so that personal identity will not become an illusion of centrality.

Bowdoin College seeks to be a fair, encouraging employer of all those who serve the institution, providing opportunities for professional development, promotion and personal growth, and recognizing the value of each individual's contribution to its educational mission.

From its history of more than two hundred years and its inheritance of buildings and endowment that are the gifts of Bowdoin alumni there derives a corollary. If the College is to pursue its educational purposes in perpetuity, its mission is also a provident and prudential one. Succeeding generations of members of the College must carry the costs of their own enjoyment of its benefits; as alumni they remain a part of Bowdoin, assuming responsibility for renewing the endowments and buildings that will keep Bowdoin a vital, growing educational force for future generations of students and faculty.

Finally, Bowdoin's intellectual mission is informed by the humbling and cautionary lesson of the twentieth century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education—the mission of the College—is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self-discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.

Environmental Mission Statement

The Bowdoin College community—being mindful of our use of the earth's natural resources, our impact on the environment of coastal Maine, and our responsibilities as members of a leading liberal arts college dedicated to serving the common good—recommit ourselves to environmental awareness and responsibility, and to actions that promote sustainability on campus and in the lives of our graduates.

This reaffirmation by the College of long-held principles comes at a time when the consequences of inaction are no longer abstract or shrouded in uncertainty. Although study and deliberation must continue, our accumulated knowledge about the effects of climate change demands the identification and implementation of effective solutions that will protect the environment while advancing economic development and security here and abroad. It is clear that we must conduct ourselves in a manner that meets our needs today without jeopardizing the ability of future generations to meet their own.

Bowdoin's ongoing efforts on behalf of sustainability and environmental stewardship take place in our classrooms, on campus, in our coastal research facilities, and in the community.

- As an educational institution that has long derived great benefit and much of its identity from the natural beauty of Maine, Bowdoin has a special obligation to challenge its students and faculty to examine, discuss, and debate issues of ecological preservation, social justice, economic viability, and global responsibility. Accordingly, the College will continue to incorporate environmental awareness into the daily lives of students, and will ensure that Bowdoin graduates have the ability, knowledge, and intellectual flexibility to confront these complex issues through effective analysis and the application of creative thought, sound judgment, and ethical action.
- In its daily operations, the College will continue to reduce waste and pollution through conservation, recycling, and other sustainability practices. These efforts will continue to include the investigation and implementation of new technologies and methods aimed at reducing Bowdoin's impact on the environment.
- Bowdoin will also maintain its leadership role in the community by applying research and volunteer effort toward indentifying and helping to solve the environmental challenges of Brunswick and Maine.

It is clear that actions taken or dismissed today will define the future condition of our world and society. As educators, scholars, and citizens long dedicated to the common good and privileged to "count Nature a familiar acquaintance," we, the members of the Bowdoin community, pledge ourselves and our efforts to this cause and to a just and sustainable future.

Historical Sketch

THE IDEA OF BOWDOIN COLLEGE originated in the years following the American Revolution among a group of men who wished to see established in the District of Maine the sort of civil institution that would guarantee republican virtue and social stability. In the biblical language of the day, they wished "to make the desert bloom."

After six years of arguments over the site, a college was chartered on June 24, 1794, by the General Court in Boston, for Maine was until 1820 a part of the Commonwealth of Massachusetts. The college was to be built in the small town of Brunswick, as the result of a geographic compromise between strong Portland interests and legislators from the Kennebec Valley and points farther east. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution, well remembered for his role in putting down Shays' Rebellion. Established by Huguenot merchants, the Bowdoin family fortune was based not only on banking and shipping but on extensive landholdings in Maine. The new college was endowed by the late governor's son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College. Bowdoin's bicameral Governing Boards, changed in 1996 to a single Board of Trustees, were based on the Harvard model.

Original funding for the College was to come from the sale of tracts of undeveloped lands donated for the purpose by townships and the Commonwealth. Sale of the wilderness lands took longer than expected, however, and Bowdoin College did not open until September 2, 1802. Its first building, Massachusetts Hall, stood on a slight hill overlooking the town. To the south were the road to the landing at Maquoit Bay and blueberry fields stretching toward the Harpswells. To the north was the "Twelve-Rod Road" (Maine Street) leading to the lumber mills and shipyards near the falls of the Androscoggin. To the east the campus was sheltered by a grove of "whispering" white pines, which were to become a symbol of the College. The inauguration of the first president, the Reverend Joseph McKeen, took place in a clearing in that grove. McKeen, a liberal Congregationalist and staunch Federalist, reminded the "friends of piety and learning" in the District that "literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education." The next day, classes began with eight students in attendance.

For the first half of the nineteenth century, the Bowdoin curriculum was essentially an eighteenth-century one: a great deal of Latin, Greek, mathematics, rhetoric, Scottish Common Sense moral philosophy, and Baconian science, modestly liberalized by the addition of modern languages, English literature, international law, and a little history. Its teaching methods were similarly traditional: the daily recitation and the scientific demonstration. The antebellum College also had several unusual strengths. Thanks to bequests by James Bowdoin III, the College had one of the best libraries in New England and probably the first public collection of old master paintings and drawings in the nation. A lively undergraduate culture centered on two literary-debating societies, the Peucinian (whose name comes from the Greek word for "pine") and the Athenaean, both of which had excellent circulating libraries. And there were memorable teachers, notably the internationally known mineralogist Parker Cleaveland, the psychologist (or "mental philosopher," in the language of his day) Thomas Upham, and the young linguist and translator Henry Wadsworth Longfellow (1825).

Finances were a problem, however, especially following the crash of 1837. The College also became involved in various political and religious controversies buffeting the state.

Identified with the anti-separationist party, the College faced a hostile Democratic legislature after statehood in 1820 and for financial reasons had to agree to more public control of its governance. For the most part Congregationalists, the College authorities found themselves attacked by liberal Unitarians on the one side and by evangelical "dissenters" on the other (notably by the Baptists, the largest denomination in the new state). The question of whether Bowdoin was public or private was finally settled in 1833 by Justice Joseph Story in *Allen v. McKeen*, which applied the *Dartmouth College* case to declare Bowdoin a private corporation beyond the reach of the Legislature. The more difficult matter of religion was settled by the "Declaration" of 1846, which stopped short of officially adopting a denominational tie but promised that Bowdoin would remain Congregational for all practical purposes. One immediate result was a flood of donations, which allowed completion of Richard Upjohn's Romanesque Revival chapel, a landmark in American ecclesiastical architecture. An ambitious new medical school had been established at Bowdoin by the state in 1820—and was to supply Maine with country doctors until it closed in 1921—but plans in the 1850s to add a law school never found sufficient backing, and Bowdoin did not evolve into the small university that many of its supporters had envisioned.

For a college that never had an antebellum class of more than sixty graduates, Bowdoin produced a notable roster of pre-Civil War alumni. The most enduring fame seems that of Nathaniel Hawthorne (1825), who set his first novel, *Fanshawe*, at a college very like Bowdoin. Even better known in his day was his classmate Longfellow, who after Tennyson was the most beloved poet in the English-speaking world and whose "Morituri Salutamus," written for his fiftieth reunion in 1875, is perhaps the finest tribute any poet ever paid to his alma mater. Other writers of note included the satirist Seba Smith (1818), whose "Jack Downing" sketches more or less invented a genre, and Jacob Abbott (1820), author of the many "Rollo" books. But it was in public affairs that Bowdoin graduates took the most laurels: among them, Franklin Pierce (1824), fourteenth president of the United States; William Pitt Fessenden (1823), abolitionist, U.S. senator, cabinet member, and courageous opponent of Andrew Johnson's impeachment; John A. Andrew (1837), Civil War governor of Massachusetts; Oliver Otis Howard (1850), Civil War general, educator, and head of the Freedmen's Bureau; Melville Fuller (1853), chief justice of the U.S. Supreme Court; and Thomas Brackett Reed (1860), the most powerful Speaker in the history of the U.S. House of Representatives. John Brown Russwurm (1826), editor and African colonizationist, was Bowdoin's first African American graduate and the third African American to graduate from any U.S. college.

The old quip that "the Civil War began and ended in Brunswick, Maine," has some truth to it. While living here in 1850–51, when Calvin Stowe (1824) was teaching theology, Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, some of it in her husband's study in Appleton Hall. Joshua L. Chamberlain (1852), having left his Bowdoin teaching post in 1862 to lead the 20th Maine, was chosen to receive the Confederate surrender at Appomattox three years later.

The postwar period was a troubled one for Bowdoin. The Maine economy had begun a century-long slump, making it difficult to raise funds or attract students. The new, practical curriculum and lower cost of the University of Maine threatened to undermine Bowdoin admissions. As president, Chamberlain tried to innovate—a short-lived engineering school, a student militia to provide physical training, less classical language and more science, even a hint of coeducation—but the forces of inertia on the Boards were too great, and a student "rebellion" against the military drill in 1874 suggested that it would take more than even a Civil War hero to change the College.

But change did arrive in 1885, in the form of William DeWitt Hyde, a brisk young man who preached an idealistic philosophy, a sort of muscular Christianity, and who had a Teddy Roosevelt-like enthusiasm for life. By the College's centennial in 1894, Hyde had rejuvenated the faculty, turned the "yard" into a quad (notably by the addition of McKim, Mead and White's Walker Art Building), and discovered how to persuade alumni to give money. Where Bowdoin had once prepared young men for the public forum, Hyde's college taught them what they needed to succeed in the new world of the business corporation. Much of this socialization took place in well-appointed fraternity houses; Bowdoin had had "secret societies" as far back as the 1840s, but it was not until the 1890s that they took over much of the responsibility for the residential life of the College. In the world of large research universities, Hyde—a prolific writer in national journals—proved that there was still a place for the small, pastoral New England college.

Kenneth C. M. Sills, casting himself as the caretaker of Hyde's vision, shepherded the College through two World Wars and the Great Depression. Among his major accomplishments were bringing the athletic program into the fold of the College and out of the direct control of alumni, gradually making Bowdoin more of a national institution, and cementing the fierce loyalty of a generation of graduates. His successor, James S. Coles, played the role of modernizer: new life was given the sciences, professional standards for faculty were redefined, and the innovative "Senior Center" program was put in operation in the new high-rise dorm later named Coles Tower. Coles was succeeded in 1967 by Acting President and Professor of Government Athern P. Daggett, a member of the Class of 1925.

In 1969, Roger Howell Jr. '58 was inaugurated at the age of thirty-three. The youngest college president in the country, and a highly respected scholar in the field of seventeenth-century British history, Howell ushered in an era of rapid change. The turmoil of the Vietnam era was reflected in the student strike of 1970 and in early debate about the fraternity system. The decision in 1970 to make standardized tests optional for purposes of admission, the arrival of coeducation in 1971, an eventual increase in the size of the College to 1,400 students, and a concerted effort to recruit students in the arts and students of color, all significantly altered the composition of the student body and began an impetus for curricular change that continued through the 1980s under the leadership of President A. LeRoy Greason.

During the Greason presidency, the College undertook to reform the curriculum, expand the arts program, encourage environmental study, diversify the faculty, and make the College more fully coeducational. By 1990, Bowdoin was nationally regarded as a small, highly selective liberal arts college with an enviable location in coastal Maine and a strong teaching faculty willing to give close personal attention to undergraduates. The College continued to prove that it could innovate—for example, through pace-setting programs to use computers to teach classics and calculus, through access to live foreign television to teach languages, through student-constructed independent study projects and "years abroad," and through the microscale organic chemistry curriculum.

President Robert H. Edwards came to Bowdoin in 1990. He reorganized the College administration, strengthened budgetary planning and controls, and developed processes for the discussion and resolution of key issues. In 1993–94, he presided over the College's celebration of the two hundredth anniversary of its founding. A capital campaign, concluded in 1998, brought in $135 million in additional endowment for faculty positions and scholarships, and funds for an ambitious building program that has included the transformation of the former Hyde Cage into the David Saul Smith Union; construction or renovation of facilities for the sciences, including a new interdisciplinary science center, Druckenmiller Hall, renovation of Cleaveland Hall and Searles Hall, and construction of terrestrial and marine laboratories at the College's new Coastal Studies Center on Orr's Island; expanded facilities for the arts in and adjacent to Memorial Hall; and restoration of and improvements to the Chapel. Two new residence halls, Stowe and Howard halls, were completed in 1996, and another, Chamberlain Hall, opened in the fall of 1999. In addition, expanded dining facilities in Wentworth Hall were completed in 2000 and the hall was renamed Thorne Hall.

In 1996–97, the Board of Trustees established a Commission on Residential Life to review all aspects of residential life. The commission recommended, and the trustees unanimously approved, a new conception of residential life for Bowdoin based on a model of broad House membership that includes all students. The new system also replaced the system of residential fraternities, which were phased out in May 2000. During the Edwards presidency, the enrollment of the College was expanded from 1,385 to approximately 1,600 students, and the College's endowment grew from $175 million to approximately $500 million. In addition, the student-faculty ratio was reduced from 11:1 to 10:1.

Bowdoin's two hundredth academic year began with the inauguration of Barry Mills '72 as the fourteenth president of the College. During his tenure as president, Mills has underscored the primacy of Bowdoin's academic program and has worked with the faculty to redefine a liberal arts education for the twenty-first century. Together with former Dean for Academic Affairs Craig McEwen, Mills led the first major curriculum reform at Bowdoin since the early 1980s. The College has also successfully recommitted itself to the goal of expanding ethnic, religious, and socioeconomic diversity among students and employees. Mills has worked to increase national visibility for Bowdoin and also initiated a comprehensive campus master planning study to guide future development on the campus. Mills has also worked to strengthen and increase support for the arts at the College, completing a major expansion and renovation of the Bowdoin College Museum of Art and a conversion of the Curtis Pool building into the Studzinski Recital Hall and 280-seat Kanbar Auditorium. Student residential life has also been improved through the construction of new residence halls and the renovation of existing residential facilities; the new Watson Arena; and the new Peter Buck Center for Health and Fitness. Mills successfully led "The Bowdoin Campaign," a five-year fundraising effort that concluded in June 2009. The campaign, which exceeded its goal of $250 million, has enhanced Bowdoin's academic program by adding faculty and by focusing resources on the faculty/student experience, faculty scholarship, and the intellectual life of the College. Mills has made improved access to Bowdoin a priority of his administration by devoting nearly one-third of the funds raised to student financial aid. In January 2008, he announced that Bowdoin would replace student loans with grants for all students beginning in September 2008. Mills has also emphasized sustainability efforts at the College through the construction of "green" facilities and other conservation and sustainability efforts.

PRESIDENTS OF BOWDOIN COLLEGE

Joseph McKeen	1802–1807	Kenneth C. M. Sills	1918–1952
Jesse Appleton	1807–1819	James S. Coles	1952–1967
William Allen	1820–1839	Roger Howell Jr.	1969–1978
Leonard Woods Jr.	1839–1866	Willard F. Enteman	1978–1980
Samuel Harris	1867–1871	A. LeRoy Greason	1981–1990
Joshua L. Chamberlain	1871–1883	Robert H. Edwards	1990–2001
William DeWitt Hyde	1885–1917	Barry Mills	2001–

Admission to the College

In May 1989, the Governing Boards of Bowdoin College approved the following statement on admissions:

> Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.
>
> At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will have taken courses in the arts, music, and computer science. We strongly recommend that students have keyboard training.

Candidates applying to Bowdoin College are evaluated by members of the admissions staff in terms of the following factors: academic record, the level of challenge represented in the candidate's course work, counselor/teacher recommendations, application and essays, overall academic potential, school and community involvement, leadership, and personal qualities.

APPLICATION AND ADMISSION PROCEDURES

Students may apply to Bowdoin through the regular admissions program or through either of two early decision programs. The application deadline for Early Decision Option I is November 15. The deadline for Early Decision Option II and regular admission is January 1. Application materials for all programs are the same, except that early decision applicants must also complete the Early Decision Agreement that is included with the application materials.

The Common Application includes the Personal Application, with the School Report and two Teacher Evaluation forms. The Bowdoin Supplement includes a supplementary essay, a Mid-Year School Report, optional Arts and Athletics supplements, and the Early Decision form, if applicable. Those who wish to be considered for financial aid must file the College Scholarship Service PROFILE online or the appropriate International Aid form. Applicants for admission must also submit the $60 application fee or an application fee waiver.

Regular Admission

The following items constitute a completed admissions folder:

1. The Common Application, essays, and required supplementary materials submitted with the application fee ($60). The postmark deadline for regular applications is *January 1*. In addition to the personal essay required as part of the Common Application, Bowdoin requires that candidates submit a supplementary essay as part of the Bowdoin Supplement, which can be downloaded from the Bowdoin Web site at www.bowdoin.edu/admissions/.

2. *School Report:* The college advisor's estimate of the candidate's character and accomplishments and a copy of the secondary school transcript should be returned to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Mid-Year School Report) should be returned to Bowdoin by February 15.

3. *Recommendations:* Each candidate is required to submit two teacher recommendations, which should be completed by two core academic subject teachers and returned as soon as possible and no later than January 1. Core academic subjects are English, foreign language, mathematics, science, and social studies.

4. *College Entrance Examination Board or American College Testing Scores:* Bowdoin allows each applicant to decide if his or her standardized test results should be considered as part of the application. In recent years, approximately 20 percent of Bowdoin's accepted applicants decided not to submit standardized test results. The candidate is responsible for making arrangements to take the College Board examinations and for ensuring that Bowdoin receives the scores if he or she wants them to be considered as part of the application. Students should also arrange for an official report of the scores to be sent by the testing agency. Students choosing to submit their SAT I (Reasoning Test) and SAT II (Subject Test) or ACT scores should complete all examinations no later than January of the senior year.

Students who choose not to have their standardized test scores considered by Bowdoin must notify the Admissions Office in writing no later than the appropriate application deadline. It is the candidate's responsibility to advise his/her college counselor if scores are to be excluded from the official secondary school transcript.

Note: Because standardized test results are used for academic counseling and placement, all entering first-year students are required to submit scores over the summer prior to enrolling.

5. *Visit and Interview:* A personal interview is strongly encouraged. Interviews are available with a member of the admissions staff or a senior interviewer on campus. In addition, members of the Bowdoin Alumni Schools and Interviewing Committee (BASIC) are available in most parts of the country to provide interviews on a local basis. (For further information on BASIC, see page 305.) A number of carefully selected and trained Bowdoin senior interviewers conduct interviews to supplement regular staff appointments during the summer months and from September into December. On-campus interviews are available from the third week in May through early December.

6. *Notification:* All candidates will receive a final decision on their application for admission by the end of March. A commitment to enroll is not required of any first-year

candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. To accept an offer of admission from Bowdoin, a student must submit a $300 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may request the standard College Board form from their guidance counselor or have the counselor write to request a fee waiver, explaining the extent to which the fee would represent an excessive burden for the candidate's family.

Early Decision

Bowdoin offers admission through two Early Decision programs in addition to the Regular admission round. Candidates who are certain that Bowdoin is their first choice may wish to consider this option. The guidelines for Early Decision are as follows:

1. Candidates' application files must include the Early Decision agreement form, indicating that they wish to be considered for Early Decision and that they *will enroll if admitted.* Early Decision candidates may file regular or non-binding early applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted under an Early Decision plan.

2. The Common Application, Bowdoin Supplement, and essays, accompanied by the Early Decision agreement, a School Report Form, a secondary school transcript of grades, two teacher recommendations, and the application fee of $60 (or fee-waiver form) must be submitted to Bowdoin by November 15 for Early Decision I (notification by mid-December), or by January 1 for Early Decision II (notification by mid-February).

3. Candidates admitted via Early Decision who have financial need as established by the guidelines of the College Scholarship Service's PROFILE will be notified of the amount of their award along with their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin by the application deadlines.

4. Submit College Entrance Examination Board or American College Testing scores if the candidate so desires.

5. An Early Decision acceptance is contingent upon completion of the senior year in good academic and social standing.

6. There are three possible admission decisions for Early Decision I candidates: admission to Bowdoin, deferral for consideration in March, and denial of admission. In addition, Early Decision candidates may be placed on the waiting list for possible admission in May or June. Each year a number of applicants who are deferred under Early Decision are accepted in March, when decisions on all regular admissions are mailed. In addition, Early Decision candidates may be denied admission if the Admissions Committee concludes that their credentials will not be competitive for further consideration in the Regular admission round.

7. Responsibility for understanding and complying with the rules for Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College may rescind any offer of admission and financial aid.

Deferred Admission

Admitted students who wish to delay their matriculation to the College for one year must request a deferred enrollment from the dean of admissions by June 1, explaining the reasons for delaying matriculation. Bowdoin will hold a place in the next entering class for any student who is granted a deferment. The student, in return, must agree to withdraw all applications at other colleges or universities and may not apply for admission to other institutions during the deferral year. A $300 nonrefundable admissions deposit must accompany the deferral request. Financial aid candidates must reapply for aid during the year following the deferral.

Admission with Advanced Standing

Bowdoin recognizes College Entrance Examination Board Advanced Placement and International Baccalaureate results and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to have AP and IB test results sent to the Admissions Office.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations. Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation. Determinations of advanced placement and credit are made during the student's first year at Bowdoin. Credit and placement policies for AP and IB examinations may be found on the Bowdoin Web site at www.bowdoin.edu/admissions/.

Some students have the opportunity to enroll in college-level course work prior to graduation. Bowdoin College will consider granting credit for pre-college course work, providing the following criteria have been met: the course work must have been completed on a college campus, must have been completed in a class with matriculated college students, may not have been used to satisfy any high school graduation requirements, and must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

First-year students may apply a maximum of eight course credits toward the degree from the Advanced Placement program, the International Baccalaureate program, or pre-college course work.

Home-Schooled Applicants

Home-schooled applicants and candidates applying from secondary schools that provide written evaluations rather than grades are **required** to submit SAT I (Reasoning Test) and two or more SAT II (Subject Test) test results or ACT test results. SAT Subject Tests should include Math IC or Math IIC and a science. In addition, home-schooled candidates must submit the Home-School Supplement, which can be found on Bowdoin's Web site at www.bowdoin.edu/admissions/. A personal interview is also strongly recommended.

International Students

The Admissions Committee welcomes the perspective that international students bring to the Bowdoin community. In 2008–2009, approximately 675 international students, including U.S. citizens who attended schools abroad, applied for admission to Bowdoin.

Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. In addition to the admission forms required of all candidates, students whose secondary school education has followed neither the standard U.S. format nor the International Baccalaureate, must submit the International Supplement, which is available from the Common Application or from the Bowdoin College Web site.

2. Students whose primary language of instruction at the secondary school level is not English must submit official results of the Test of English as a Foreign Language (TOEFL) by the appropriate deadlines. If necessary, students may substitute results from the International English Language Testing System (IELTS) for the TOEFL.

3. The TOEFL may be waived for students whose primary language of instruction for the past three years has been English.

4. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form or the Bowdoin International Financial Aid Form or Canadian students who submit the Canadian Financial Aid Form (both available on the Bowdoin Web site) when they file the application for admission will be considered for Bowdoin funds to defray part of their college costs. Bowdoin has limited scholarship funds for students who are not U.S. citizens or U.S. permanent residents and eligible candidates are evaluated under a need-aware admissions policy. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these financial aid packages is intense. **Candidates who do not apply for financial aid during the admissions process should not expect funding at any time in their course of study at Bowdoin College.**

Transfer Students

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. **Citizens of the United States** should file the Transfer Common Application and essay (a brief statement indicating the reasons for transferring to Bowdoin), and the Bowdoin Supplement (available from the Common Application or Bowdoin's Web site at www.bowdoin.edu/admissions/) with the $60 application fee by March 1 for fall admission. **International students** must file the application by March 1 for fall admission and include the Bowdoin Supplement, the International Supplement, and the application fee. Applicants must arrange to have submitted by the same deadlines transcripts of their college and secondary school records, a statement from a dean or advisor at their university or college, and at least two recommendations from current or recent professors. Interviews are strongly recommended but not required. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision in early May.

2. Transfer candidates usually present academic records of "B+" work or better in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C– or higher has been received. Transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at the registrar's office and have been appraised by the appropriate dean and academic departments. To qualify for the bachelor of arts degree, students must complete Distribution Requirements and Division Requirements, and these requirements must be satisfied by courses taken at Bowdoin (see pages 26–27).

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. **U.S. applicants** for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's PROFILE by March 1. **International applicants** for aid must file either the College Scholarship Service Foreign Student Financial Aid Form or the

Bowdoin International Financial Aid Form (available on the Bowdoin Web site) by March 1. **Canadian applicants** must submit the Canadian Financial Aid Form (available on the Bowdoin Web site).

Special Students

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special or visiting students who are not seeking a degree from Bowdoin. In general, this program is intended to serve the special educational needs of residents in the Brunswick area who have not yet completed a bachelor's degree, as well as students who are pursuing a degree elsewhere and who, for truly exceptional reasons, wish to take a course at Bowdoin. Teachers wishing to upgrade their skills or Bowdoin graduates who need particular courses to qualify for graduate programs are also considered for this program. Special students are billed at a per course rate for up to two courses per term. No more than two credits may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the $60 application fee at least one month prior to the beginning of the semester. A personal interview is required. Inquiries should be addressed to the Special Student Coordinator in the Admissions Office.

Summary of Application Deadlines

Application materials for admission include the completed Common Application, Bowdoin Supplement, and supplementary essay. New applicants should submit these materials in accord with the following deadlines:

Early Decision I

November 15: Common Application, Bowdoin Supplement, and supplementary essay

Early Decision II

January 1: Common Application, Bowdoin Supplement, and supplementary essay

Regular Admission

January 1: Common Application, Bowdoin Supplement, and supplementary essay

International Applicants

Must submit materials according to the deadlines above: Common Application, Bowdoin Supplement and supplementary essay, International Supplement, TOEFL Report

Transfer Applicants

Fall: March 1: Common Application, Bowdoin Supplement and supplementary essay

All correspondence concerning first-year and transfer admission to the College should be addressed to the Office of Admissions, Bowdoin College, 5000 College Station, Brunswick, ME 04011; Tel. 207-725-3100, Fax: 207-725-3101.

Financial Aid

Bowdoin College's financial aid policy is designed to supplement family resources so that as many students as possible can attend the College. Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education.

Because Bowdoin believes that students who receive financial aid as grants should also be responsible for a portion of their expenses, student employment will generally be part of the financial aid award. Beginning in the 2008–2009 academic year, the College replaced the loan offer with additional grant funds. While loans will be available to supplement other resources, they will not be included in a typical financial aid package. On-time submission of the required application forms guarantees that the student will be considered for all the financial aid available to Bowdoin students, including grants, loans, and jobs from any source under Bowdoin's control.

Need-Based Aid

Bowdoin's policy is to meet a student's full, calculated financial need for each year in which he or she qualifies for aid, as long as funds are available. Financial need is the difference between Bowdoin's costs and family resources. Resources consist of parental income and assets, student assets, student earnings, and other resources, such as gifts, non-College scholarships, and veterans' benefits.

The College customarily budgets enough aid resources to meet the full calculated need of all enrolling students without using financial need as a criterion in the admission process. Because spending history is Bowdoin's only guide, there is no guarantee that budgeted funds will ultimately be sufficient to make all admission decisions without regard to financial need. However, for the past decade, financial need has not been a criterion in the selection of candidates for admission, with the exception of students offered admission from the waiting list, transfer candidates, and non-U.S. citizens.

Bowdoin's Financial Aid Resources

Approximately 65 percent of Bowdoin's grant budget comes from endowed funds given by alumni and friends of the College. In 2008–2009, from funds it administers, Bowdoin distributed a total of about $22,310,900 in need-based grants, loans, and earnings. Grants from all sources totaled about $18,982,000 in 2008–2009 and were made to approximately 40 percent of the student body. In the Class of 2013, approximately 41 percent of the entering class of 495 students was awarded need-based grants. The average award of grant and job was $34,350.

Information on the availability of scholarship and loan funds may be obtained through the College's Student Aid Office. Questions regarding endowed funds and the establishment of such funds should be directed to the Office of Development.

Eligibility for Aid

Approximately 40 percent of Bowdoin students qualify for grant aid on the basis of need and eligibility. To be eligible for grant aid at Bowdoin College, a student must:

1. Be a degree candidate who is enrolled or is accepted for enrollment on at least a half-time basis; and
2. Demonstrate a financial need, which is determined, in general, on the basis of College Scholarship Service practices.

In addition, to qualify for any of the programs subsidized by the federal government, a student must be a citizen, national, or permanent resident of the United States or the Trust territory of the Pacific Islands.

A student is normally eligible for Bowdoin aid for a maximum of eight semesters. The College's Financial Aid Committee may, at its discretion, award a ninth semester of aid.

Determination of Need

Financial need is the difference between Bowdoin's costs and family resources. Bowdoin determines a student's financial aid award from information submitted on the CSS Profile, federal FAFSA, and federal income tax returns (see Aid Application, pages 18–19).

Both parents or legal guardians are responsible for the student's educational expenses, according to their financial ability to contribute. Divorce or separation of the natural parents does not absolve either parent from this obligation.

Student-owned assets are expected to be available for college expenses in the years leading to graduation.

The College expects students to earn money during summer vacation and/or from academic-year campus employment. The amount will vary depending upon the student's year in college.

The sum of these resources when subtracted from Bowdoin's cost determines the student's need and Bowdoin's financial aid award.

TYPES OF AID AWARDS

First-Year Student Awards

About 200 entering students each year are offered prematriculation awards to help them meet the expenses of their first year. Recently these awards have ranged from $3,000 to $52,000. Candidates are normally notified of a prematriculation award when they are informed of the decision on their applications for admission.

Upperclass Awards

All continuing students who wish to be considered for aid must register as aid candidates with the Office of Student Aid by the published deadlines each year. Grant awards change each year as a function of changes in costs, total family income, net worth including home and business equity, family size, and number of children attending undergraduate college on a full-time basis. For a more complete description of Bowdoin's financial aid program, see Financial Aid at Bowdoin, available on the Student Aid Web site (www.bowdoin.edu/admissions/studentaid).

Bowdoin National Merit Scholars

Bowdoin National Merit Scholars who demonstrate financial need each year at Bowdoin receive a renewable $2,000 award. A scholar's remaining need is met with Bowdoin grant, a modest level of employment, and no student loan. Winners of these awards who do not demonstrate financial need at Bowdoin receive a $1,000 recognition award, renewable each year.

National Achievement Finalists who enroll will receive the same grants and loan-free packages offered to National Merit Scholars.

Student Loans

While loans are no longer part of a standard financial aid offer, most students may borrow to supplement other resources and defray family contributions to educational costs. Perkins loan, Stafford loan, or Bowdoin Student Loan money are typically available. Bowdoin determines which student loan source best meets a student's needs. It is advantageous for those who borrow to take loan money to do so from the same fund each year. Interest rates on student loans are low and monthly payments are generally deferred until after graduation. Students sign a master promissory note before September 1 of their first year. As long as eligibility continues, students receive advances against this promissory note each semester.

Student Employment

A student who receives aid is expected to meet part of the educational expense from summer employment and from campus earnings. These earning expectations are factored into the financial aid award. The student may choose to work or not; this decision has no effect on the grant offer.

Bowdoin's student employment program offers a wide variety of opportunities to undergraduates, including direct employment at Bowdoin and by outside agencies represented on the campus or located in the community. Employment opportunities are open to all students who are interested and able to work. Commitments for employment are made to first-year students at the opening of College in the fall. There are over 1,000 campus jobs available in College departments and offices. The annual student payroll currently stands at about $1,700,000.

To learn more about student employment, see www.bowdoin.edu/seo.

Foreign Student Awards

Bowdoin has a limited number of financial aid awards dedicated to foreign students. To be considered for these awards, the student must file the College Scholarship Service's Foreign Student Financial Aid Application or the International Financial Aid Form that is available on the Bowdoin Web site. Non-U.S. citizens who do not apply at the time of admission should not expect financial aid during any of their years at Bowdoin. Canadian citizens should submit the Canadian Financial Aid Form available on the Bowdoin Web site.

Federal Financial Aid Programs Available at Bowdoin

The College participates in the Federal Work-Study Program established under the Economic Opportunity Act of 1964, the Federal Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965, and the Federal Pell Grant Program established under the Higher Education Amendments of 1972, along with the Federal Perkins and Federal Stafford Loan programs previously mentioned. The College also works closely with several states that can provide handicapped students and those receiving other forms of state aid with financial assistance to help with their educational expenses.

Veterans Benefits

The degree programs of Bowdoin College are approved by the Maine State Approving Agency for Veterans Education Programs for persons eligible for benefits (GI Bill) from the U.S. Department of Veterans Affairs. Students who request veterans' educational assistance are required to have all previous post-secondary experience evaluated for possible transfer credit in order to be eligible for benefits. For more information, contact the Office of Financial Aid.

Graduate Scholarships

Bowdoin is able to offer a number of scholarships for postgraduate study at other institutions. Grants of various amounts are available to Bowdoin graduates who continue their studies in the liberal arts and sciences and in certain professional schools. In 2008–2009, Bowdoin provided $456,450 in graduate scholarship assistance to 76 students. Further information about these scholarships is available through the Student Aid Office and on the Bowdoin Web site at www.bowdoin.edu/studentaid/enrolled.shtml.

AID APPLICATION AND DEADLINES

Students who wish to be considered for financial aid must submit an application each year. All candidates for aid who are United States citizens must submit the College Scholarship Service PROFILE form by the date specified. U.S. citizens must also file the FAFSA (Free Application for Federal Student Aid).

International candidates must file the College Scholarship Service's (CSS) Foreign Student Financial Aid Application or the Bowdoin International Financial Aid Form, available on the Bowdoin Web site, concurrently with their application for admission. Canadian applicants must file the Canadian Financial Aid Form, also available on the Bowdoin Web site.

Whether or not a student receives financial aid from Bowdoin, long-term, low-interest loans under the Federal Stafford Loan program are available. Such loans are generally provided by private lenders and require both a FAFSA and a separate loan application.

When parents and students sign the FAFSA and the PROFILE, they agree to provide a certified or notarized copy of their latest federal or state income tax return, plus any other documentation that may be required. To verify or clarify information on the aid application, it is a common practice for the College to ask for a copy of the federal tax return (Form 1040, 1040EZ or 1040A) and W-2 forms each year. The College's financial aid officers will not take action on any aid application until sufficient documentation has been submitted.

Application Deadlines

To be considered for financial aid, applicants should submit their complete application for admission and all required aid application forms by the appropriate deadlines. More information is provided on the Bowdoin Web site at www.bowdoin.edu/admissions/studentaid). See Admissions, page 14, re application deadlines for admission. Deadlines for financial aid forms as are follows:

- Applicants with U.S. Citizenship:
  - Early Decision I:
    - November 15: CSS Profile and most recent federal tax returns
    - April 15: FAFSA
  - Early Decision II:
    - January 1: CSS Profile and most recent federal tax returns
    - April 15: FAFSA
  - Regular Admission:
    - February 15: CSS Profile, FAFSA, and most recent federal tax returns
- International Applicants:
  - Non-U.S. citizens must submit the International Financial Aid Form by November 15 for Early Decision I applicants, or by January 1 for all other applicants. Canadian students should file the Canadian Financial Aid Form, available on the Bowdoin Web site, and Canadian tax returns instead of the Foreign Student Financial Aid Form.
- Transfer Students:
  - March 1: CSS Profile, FAFSA, and most recent federal tax returns
- Returning Students:
  - April 15: CSS Profile, FAFSA, and most recent federal tax returns

Further information about application procedures, eligibility, need calculation and awards, plus descriptions of individual federal, state, and College programs is contained in the Financial Aid Guide available online at http://www.bowdoin.edu/studentaid, and upon request. Questions about Bowdoin's aid programs may be addressed to Director of Student Aid, Bowdoin College, 5300 College Station, Brunswick, ME 04011-8444; Tel. 207–725–3273; Fax: 207–725–3864.

Expenses

COLLEGE CHARGES

Fees for the 2009–2010 academic year are listed below. Travel, books, and personal expenses are not included; the student must budget for such items on his/her own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester	**Full Year**
Tuition*	$19,802.50	$39,605.00
Housing	2,542.50	5,085.00
Board (19-meal plan)	2,897.50	5,795.00
Student Activities Fee*	207.50	415.00
Class Dues*:		
Seniors	30.00	60.00
Other classes	15.00	30.00
Technology Fee**	50.00	100.00
Health Insurance *(See Healthcare section, page 22.)*		

* Required fees for all students.

** Applicable only to students in College housing.

Off-Campus Study Fee

The College assesses a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 2009–2010 is $1,000 per program. The fee is waived for students attending the ISLE Program in Sri Lanka.

Registration and Enrollment

All continuing students are required to register for courses during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers after the first week of classes must pay a $20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of $20 is assessed for late submission of the Enrollment Form.

Refunds

Students leaving the College during the course of a semester are refunded tuition and fees based on the following schedule:

During the first two weeks	80%
During the third week	60%
During the fourth week	40%
During the fifth week	20%
Over five weeks	No refund

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds. Financial aid awards will be credited in proportion to educational expenses, as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Title IV funds will be refunded in accordance with federal regulations. Refunds will be made within thirty days of the student's departure.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships and other financial aid may be found on pages 15–19.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The Director of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union or Thorne Hall. Students who live in Bowdoin facilities, except apartments and a few other student residences, are required to take a 19-meal, 14-meal, or 10-meal residential board plan. First-year students are required to take the 19-meal plan for their entire first year on campus. Students living in College apartments or off campus may purchase a 9-meal or declining balance board plan or one of the residential plans, if they choose.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Healthcare

The facilities of the Peter Buck Center for Health and Fitness and the Counseling Service are available to all students. All students must maintain health insurance coverage while enrolled at Bowdoin. The College offers its own policy for those students who do not carry comparable insurance. The College's policy provides year-round coverage, whether a student is enrolled at Bowdoin or in an approved off-campus study program. The basic, full-year accident and sickness insurance plan costs $1,082. The cost for the extended plan is $1,491.

A pamphlet specifying the coverage provided by the student health policy is available from the Health Center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence must be registered with the Office of Safety and Security. The registration decals cost $40 and are valid for the academic year in which they are purchased. Vehicles must be reregistered each academic year. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with the Office of Safety and Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking space based on availability. Comprehensive information regarding motor vehicles and campus parking is available at www.bowdoin.edu/security/parkingandpermits/index.shtml and in the *Bowdoin College Student Handbook* online.

PAYMENT OF COLLEGE BILLS

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students' accounts must be current for semester enrollment and course registration to occur. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student's access to his/her residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations, pages 30–43). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are generated in July and December, respectively. Effective July 2009, bills will be delivered exclusively online. Payment for each semester is due 30 days from the billing date. Bills are sent to the student unless the Bursar is requested in writing to direct them to someone other than the student.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Bowdoin does not have its own in-house payment plan. Students may choose from two outside installment payment plan agencies offered: SallieMae's TuitionPay and Tuition Management Systems (TMS). Credit cards are not accepted by Bowdoin College in payment of college charges.

A Liberal Education at Bowdoin College

In 1906, Bowdoin's president, William DeWitt Hyde, wrote "The Offer of the College":

> To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of others' work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends...who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends—this is the offer of the college.

This offer spelled out a vision of the aspirations of a liberal education appropriate to the early twentieth century. Many elements of it still have currency one hundred years later. At the beginning of the twenty-first century, a vastly changed College in a dramatically altered world provides a related but expanded offer—of intellectual challenge and personal growth in the context of an active and engaged learning community closely linked to the social and natural worlds.

A liberal education cultivates the mind and the imagination; encourages seeking after truth, meaning, and beauty; awakens an appreciation of past traditions and present challenges; fosters joy in learning and sharing that learning with others; supports taking the intellectual risks required to explore the unknown, test new ideas, and enter into constructive debate; and builds the foundation for making principled judgments. It hones the capacity for critical and open intellectual inquiry—the interest in asking questions, challenging assumptions, seeking answers, and reaching conclusions supported by logic and evidence. A liberal education rests fundamentally on the free exchange of ideas—on conversation and questioning—that thrives in classrooms, lecture halls, laboratories, studios, dining halls, playing fields, and residence halls. Ultimately, a liberal education promotes independent thinking, individual action, and social responsibility.

Since its opening in 1802, Bowdoin has understood the obligation to direct liberal education toward the common good. In the twenty-first century, that obligation is stronger than ever. The challenge of defining a "common good" and acting on it is highlighted, however, in an interconnected world of widely varied cultures, interests, resources, and power. To prepare students for this complexity, a liberal education must teach about differences across cultures and within societies. At the same time, it should help students understand and respect the values and implications of a shared natural world and human heritage. By doing so, a liberal education will challenge students to appreciate and contend with diversity and the conflicts inherent in differing experiences, perspectives, and values at the same time that they find ways to contribute to the common project of living together in the world.

Although a liberal education is not narrowly vocational, it provides the broadest grounding for finding a vocation by preparing students to be engaged, adaptable, independent, and capable citizens.

A student in a residential liberal arts college is removed from many of the immediate responsibilities of daily adult life, making the four years of education extraordinarily privileged ones. Such an education, however, must engage that world—both contemporary and historical, both local and global. This engagement comes through individual and group research, service learning, volunteer activities, summer internships, off-campus study, and more.

The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources in varied forms and media. These fundamental capacities serve as crucial supports for a commitment to active intellectual inquiry—to taking independent and multifaceted approaches to solving complex problems; knowing how to ask important and fruitful questions and to pursue answers critically and effectively; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Graduates should thus have the ability to engage competing views critically, to make principled judgments that inform their practice, and to work effectively with others as informed citizens committed to constructing a just and sustainable world.

The Curriculum

Bowdoin students must design an education in the context of their own developing goals and aspirations and in relation to the College's vision of a liberal education, its distribution requirements, and the requirements of a major field of study. The distribution requirements encourage exploration and broaden students' capacities to view and interpret the world from a variety of perspectives; the major program challenges students to develop a deeper understanding and self-assurance as independent and creative contributors to an area of study. Throughout their four years, students build intellectual capabilities, self-confidence as independent thinkers and problem-solvers, and come to know the pleasures of discovering and developing proficiencies in new areas of knowledge. A liberal education founded in both breadth and depth teaches students how to continue learning as the world changes and demands new perspectives, knowledge, and skills.

The College's curriculum introduces students to academic disciplines that bring conceptual and methodological traditions to bear in teaching disciplined inquiry, analysis, argument, and understanding. Students choose a major, using the departmental or interdisciplinary approaches available at Bowdoin, as a way to engage a discipline in depth. Furthermore, they must distribute their courses across the curriculum in order to broaden awareness of the varying ways that academic fields make sense of the world.

Bowdoin offers a course of study leading to the degree of Bachelor of Arts. The College requires students to seek breadth in their education through a modest set of distribution and division requirements that stimulate students to explore the curriculum more widely on their own. To graduate, a student must also complete an approved major.

Designing an education is an education in itself. The most fulfilling liberal arts education cannot be fully planned before the first day of class because such mapping would not permit the many new paths for exploration that students discover as they learn about unfamiliar fields, find exciting questions and ideas, and uncover unanticipated interests and talents. Nor can a challenging education emerge if a student selects courses one by one each semester; a liberal education is much more than the sum of thirty-two credits. Bowdoin College permits a wide set of choices to enable students to broaden their views of the world and of their own talents and interests, and to deepen their knowledge and capacities. Designing an education thus requires self-examination, careful thought, substantial flexibility, some intellectual daring, and the wise counsel of academic advisors.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years of Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment that typically takes place during the first year in college. Academic advisors may make recommendations about courses, combinations of courses, or direct students towards other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students must declare their majors by early in the fourth semester of their college enrollment and afterwards are advised by members of their major departments.

ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

Successfully passed thirty-two full-credit courses (or the equivalent);

Spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;

By the end of the second semester in college, completed a first-year seminar;

Completed at least one full-credit course (or the equivalent) in each of the following five distribution areas — mathematical, computational, or statistical reasoning; inquiry in the natural sciences; exploring social differences; international perspectives; and visual and performing arts; these should normally be completed by the end of the fourth semester in college;

Completed at least one full-credit course (or the equivalent) in each of the following three divisions of the curriculum — natural science and mathematics, social and behavioral sciences, and humanities (in addition to the required course in the visual and performing arts); and

Completed an approved major.

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

DISTRIBUTION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) in each of the following five distribution areas:

Mathematical, Computational, or Statistical Reasoning. These courses enable students to use mathematics and quantitative models and techniques to understand the world around them either by learning the general tools of mathematics and statistics or by applying them in a subject area. (Designated by **MCSR** following a course number in the course descriptions.)

Inquiry in the Natural Sciences. These courses help students expand their scientific literacy through an acquaintance with the natural sciences and with the types of inquiry in those disciplines, developed by engagement in active and rigorous study of scientific problems. (Designated by **INS** following a course number in the course descriptions.)

Exploring Social Differences. These courses develop awareness, understanding, and skills of analysis for examining differences such as those in class, environmental resources, ethnicity, gender, race, religion, and sexual orientation across and within societies and the ways that these are reflected in and shaped by historical, cultural, social, political, and economic processes. (Designated by **ESD** following a course number in the course descriptions.)

International Perspectives. These courses assist students in gaining a critical understanding of the world outside the United States, both contemporary and historical. (Designated by **IP** following a course number in the course descriptions.)

Visual and Performing Arts. These courses help students expand their understanding of artistic expression and judgment through creation, performance and analysis of artistic work in the areas of dance, film, music, theater, and visual art. (Designated by **VPA** following a course number in the course descriptions.)

First-year seminars, independent study courses, and honors projects do not fulfill any of the five Distribution Requirements. Further, these requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken at Bowdoin. These requirements should be completed by the end of the student's fourth semester in college. A course will be counted as meeting a Distribution Requirement if a student earns a grade of D or better; courses will not be counted if they are elected to be taken on a nongraded (Credit/D/Fail) basis, though courses will count if they are required to be taken on a nongraded basis. Students may not count the same course toward more than one Distribution Requirement.

Also note that the requirement of completing a first-year seminar will not be met if the seminar is taken on a nongraded (Credit/D/Fail) basis.

DIVISION REQUIREMENTS

Students must take at least one full-credit course (or the equivalent) from each of the following three divisions of the curriculum.

Natural Science and Mathematics: Designated by the letter ***a*** following a course number in the course descriptions.

Social and Behavioral Sciences: Designated by the letter ***b*** following a course number in the course descriptions.

Humanities: Designated by the letter ***c*** following a course number in the course descriptions.

Like the Distribution Requirements, Division Requirements may not be met by Advanced Placement or International Baccalaureate credits, and may only be satisfied with courses taken at Bowdoin. A course will be counted as meeting a Division Requirement if a student earns a grade of D or better; courses will not be counted if they are elected to be taken on a nongraded (Credit/D/Fail) basis, though courses will count if they are required to be taken on a nongraded basis. With one exception, students may count the same course to meet a division and a distribution requirement. The exception is a course that is designated to meet the humanities division requirement and the visual and performing arts distribution requirement; students may not count such a course to meet both requirements.

THE MAJOR PROGRAM

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors are presented in detail in the section describing the courses offered by each department, beginning on page 53. Interdisciplinary majors are described beginning on page 208.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until the fourth semester of their college enrollment. Students are required to declare their majors before registering for courses for the junior year or applying to participate in off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests.

Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for interdisciplinary and student-designed majors. These are described below.

Departmental and Program Majors

Departmental and program majors are offered in the following areas:

Africana Studies
Anthropology
Art History
Asian Studies
Biochemistry
Biology
Chemistry
Classical Archaeology
Classical Studies
Classics
Computer Science
Economics
English
French
Gender and Women's Studies
Geology
German
Government and Legal Studies
History
Latin American Studies
Mathematics
Music
Neuroscience
Philosophy
Physics
Psychology
Religion
Romance Languages
Russian
Sociology
Spanish
Visual Arts

A student may choose to satisfy the requirements of one department or program (single major) or to satisfy all of the requirements set by two departments (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is offered only in relation to the Environmental Studies Program. For a specific description of this major, see pages 135–47.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

Art History and Archaeology
Art History and Visual Arts
Chemical Physics
Computer Science and Mathematics
English and Theater
Eurasian and East European Studies
Geology and Chemistry
Geology and Physics
Mathematics and Economics

For complete descriptions of these interdisciplinary majors, see pages 208–12.

A student may take the initiative to develop an interdisciplinary major not specified in the Catalogue by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Curriculum Implementation Committee. Students must submit their proposals to the Curriculum Implementation Committee by December 1 of their sophomore year. A student may not select an interdisciplinary major after the junior year.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of the Registrar. Student-designed majors require the approval of the Curriculum Implementation Committee. Students must submit their proposals to the Curriculum Implementation Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments and programs offer a minor:

- Africana Studies
- Anthropology
- Asian Studies
- Art (Art History or Visual Arts)
- Biology
- Chemistry
- Classics (Greek, Latin, Classics, Archaeology, or Classical Studies)
- Computer Science
- Dance*
- Economics (Economics or Economics and Finance)
- Education* (Education Studies or Teaching)
- English
- Environmental Studies
- Film Studies*
- Gay and Lesbian Studies*
- Gender and Women's Studies
- Geology
- German
- Government and Legal Studies
- History
- Latin American Studies
- Mathematics
- Music
- Philosophy
- Physics
- Psychology
- Religion
- Romance Languages (French, Italian, or Spanish)
- Russian
- Sociology
- Theater*

* *These departments and programs offer only a minor.*

Academic Standards and Regulations

INFORMATION ABOUT COURSES

Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. Most courses earn one credit each. Music and dance performance courses generally earn one-half credit each. The one exception is Advanced Individual Performance Studies in music, which earn one credit each.

Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to enroll in no fewer than four credits each semester. Students may not take more than four credits while on academic probation without approval from the Recording Committee. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits *only* if a ninth semester is required to complete the degree *and* he or she has previously been a full-time Bowdoin student for eight semesters. All such appeals should be made in writing to the Dean of Student Affairs and the Senior Vice President for Finance and Administration & Treasurer.

Attendance and Examinations

Students are expected to attend the first meeting of any course in which they are enrolled. Students who do not attend the first meeting may be dropped from the course at the discretion of the instructor, but only if the demand for the course exceeds the enrollment limit. Otherwise, Bowdoin has no class attendance requirements, but individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examinations, instructors may require documentation of excuses from the Office of the Dean of Student Affairs after consultation with the Health Center or the Counseling Service. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule published each semester by the Office of the Registrar. No examinations may be given nor extra classes scheduled during Reading Period. All testing activity is prohibited during Reading Period including, but not limited to, take-home exams, final exams, and hour exams. All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes; although instructors may set earlier deadlines, they may not set later deadlines. All final academic work, including final examinations, final papers, final lab reports, and final projects is due at or before 5:00 p.m. on the last day of the final examination period; although instructors may set earlier deadlines, they may not set later deadlines. In all cases, students should consult their course syllabi for specific deadlines for specific courses. The deadline for submitting final, approved Honors projects for the Library is determined by the College.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with three **hour** examinations in one day or three **final** examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Dean's Office.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

2009:	
Rosh Hashanah*	September 18–20
Yom Kippur*	September 27–28
2010:	
Martin Luther King Jr. Day	January 18
First Day of Passover	March 29
Good Friday	April 2
Easter	April 4

Course Registration and Course Changes

Registration for each semester is completed by submitting the Course Registration Card. Since most courses have maximum and minimum enrollment limits, as well as course prerequisites or enrollment priorities, students cannot be certain they will be enrolled in their top-choice courses. Consequently, the registration card should list four full-credit courses and up to two alternate courses for each. The card must be signed by the pre-major academic advisor (first-year students and sophomores) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of the Registrar by 5:00 P.M. on the day specified in the registration instructions. Students receive initial notification of their courses within a few days, and Phase II Registration then gives students the opportunity to adjust their schedules. Students who are studying away are strongly encouraged to register at the same time that students are registering on campus; the Office of the Registrar Web site provides the necessary schedules and forms so that registration may be done electronically. All registration information may be found on the Web site at *www.bowdoin.edu/registrar.*

Registration for continuing students occurs at the end of the prior semester, generally about four weeks before final examinations. Registration for new students occurs during orientation. Enrollment in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment

**Holidays begin at sundown on the earlier date shown.*

Form may be removed from all classes and barred from using many of the services of the College, including, but not limited to, dining services, library services, and fitness services. Enrollment Forms submitted late are subject to a $20 fine. Any student who registers initially for courses after the first week of classes must pay a $20 late fee.

Once classes begin, students may adjust their course schedules by submitting an Add/Drop card to the Office of the Registrar. Students have two weeks to make the necessary adjustments to their schedules. An instructor will allow a student to add a course if the following three conditions have been met: (1) the student has the necessary qualifications, including but not limited to the course prerequisites; (2) the approved maximum class size limit has not been reached; and (3) the student and instructor have agreed on how missed class material and assignments will be managed. No course may be added or dropped after the second week of classes. Students in their first semester at Bowdoin, however, have an extended drop period of six weeks; this longer period for new students recognizes the fact that new students sometimes undergo a period of adjustment to college-level work. Anyone who wants to add or drop a course after the two-week deadline must petition the Recording Committee, except for first-semester students who may drop through the sixth week with the permission of their dean and advisor. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped after the deadline will appear on the transcript with a grade of W (for withdrew). Late adds will require that the student has been attending the course from the very beginning of the semester. Documentation may be required. Course changes made after the deadline will require payment of a $20 late fee per change, unless the change is made for reasons outside the control of the student.

A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted before the deadline. Students are expected to monitor their records in Bearings, the College's student information system; this includes monitoring the courses for which they are registered. The student bears ultimate responsibility for completing and submitting forms that provide the College with an accurate record of the student's course schedule.

Independent Study

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases, the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two kinds of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291, 292, 293,** or **294.** An independent study that will culminate in substantial and original research; or in a fine arts, music, or creative writing project; or that is part of a departmental honors program shall be numbered **401** or higher. Independent study may not be taken on a Credit/D/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades shall be submitted at the end of the final semester and shall become the grades for the individual semesters of the course.

Course Grades

Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course; D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); F, the student has not demonstrated a satisfactory understanding of the basic material of the course. Plus (+) or minus (–) modifiers may be added to B and C grades; only the minus (–) modifier may be added to the A grade.

Faculty report grades to the Office of the Registrar at the close of the semester. Each student in each course must be given a grade by the grade submission deadline as established by the Registrar. Grade reports are available to students in Bearings shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with a dean, who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites, or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

Credit/D/Fail Option

A student may choose to take a limited number of courses on a Credit/D/Fail basis as opposed to a graded basis. Courses to be taken on a Credit/D/Fail basis should be so indicated on the Registration Card or Add/Drop Card. If a student chooses this option, credit is given if the student produces work at a level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise.

Each semester, a student may elect no more than one course of the normal four-credit course load on a Credit/D/Fail basis, although a student may elect a fifth course any semester on a Credit/D/Fail basis. No more than four of the thirty-two courses required for graduation may be taken on a Credit/D/Fail basis; courses in excess of the thirty-two required may be taken for Credit/D/Fail without limit as to number. Courses that can only be taken Credit/D/Fail (music ensemble and dance and theater performance courses) are not counted within these restrictions.

Most departments require that all courses taken to satisfy requirements of the major be graded. Courses taken to satisfy the College's requirement for a first-year seminar must be graded, and courses satisfying distribution and division requirements must also be taken on a graded basis. No course may be changed from graded to Credit/D/Fail or vice versa after the sixth week of classes.

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of student affairs and the instructor, a grade of Incomplete may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If the Incomplete Agreement Form has not been approved and received in the Office of the Registrar by the grade submission deadline and no other grade has been assigned, a grade of F will be recorded. If the Incomplete Agreement Form has been approved and signed by all necessary individuals, a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of the Registrar will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to these rules may require approval of the Recording Committee.

Comment, Failure, and Distinction Cards

Faculty should communicate the progress of students in their classes periodically through Comment Cards. The written observations alert students, academic advisors, and the deans to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view comment cards as academic progress reports providing warnings or highlighting achievements. When comment cards are used for warning purposes, the student should immediately seek out his or her instructor to discuss strategies for improvement. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services and resources, but it is the student's responsibility to seek out each of these people. Not all course instructors utilize Comment Cards so students should not rely on this form of communication as their only source of feedback regarding their progress or standing in a course.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework. In some cases, when a student has performed exceptionally well or has accomplished something that is particularly noteworthy, an instructor may issue a Distinction Card at the end of the semester.

Transcripts

The Office of the Registrar will furnish official transcript copies upon written request. There is no charge for transcripts unless it is requested that materials be sent by an overnight delivery service.

Statement of Student Responsibility

The College Catalogue is made available each year to every Bowdoin student. Also, students have access to their academic records on Bearings, the College's student information system. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College and for notifying the Office of the Registrar of any problems in his or her records.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (–) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades are omitted from the computation, but a D or F grade received in a course taken on a Credit/D/Fail basis does count. In the case of a course taken at Bowdoin one or more times, only the first grade will be included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* is awarded to students whose GPAs are in the top two percent (2%) of the graduating class; a degree *magna cum laude* is awarded to students whose GPAs are in the rest of the top eight percent (8%) of the graduating class; and a degree *cum laude* is awarded to students whose GPAs are in the rest of the top twenty percent (20%) of the graduating class.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

Sarah and James Bowdoin Scholars (Dean's List)

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 35.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who has earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the office directly.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students are placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College. When a student's academic standing changes, copies of correspondences with the student that outline the student's academic standing are sent to the student's parents or guardian.

Academic Probation

Students are placed on academic probation for one semester if they:

1. Receive one F or two Ds in any semester;
2. Receive one D while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of four Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Also, students are placed on academic probation for one semester upon returning from academic suspension. Students on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students are required to enroll in four graded full-credit courses while on academic probation. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students are placed on academic suspension if they:

1. Receive two Fs, one F and two Ds, or four Ds in any semester;
2. Receive one F or two Ds while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student on suspension for academic deficiency normally is suspended for one year and may be asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C- or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission. The Readmission Committee meets to consider these requests twice each year, once in June and once in mid-December. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of the Registrar will send course registration information to the student's Bowdoin e-mail address. Students are ineligible for housing until after they have been readmitted and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted.

Dismissal

Students will be subject to dismissal if they:

1. Incur a second academic suspension; or
2. Receive during their tenure at Bowdoin a cumulative total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Leave of Absence

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves typically begin at the start of a regular semester and may not extend beyond two terms. Exceptions may be granted by the dean of student affairs.
3. Leave extensions, terminations, or cancellations must have the approval of a dean.
4. Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.
5. Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students on leave of absence will be able to participate in course registration for the semester in which they are expected to return. Course registration materials will be sent to the student's Bowdoin e-mail address. Students will be able to participate in the selection of housing via a proxy process and are free to visit campus without the dean's permission. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester that they are scheduled to return. Students are permitted to submit applications for Off-Campus Study and for RA, proctor, or house resident positions, and normal deadlines apply. Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

To initiate a request for a leave of absence, students must complete a Leave of Absence Request Form. These are available in the Dean of Student Affairs Office and online at www.bowdoin.edu/studentaffairs/. Approvals for a leave and the conditions associated with the leave will be provided in writing to the student by the dean.

Medical Leaves

In unusual circumstances, the Dean of Student Affairs or his or her designee may, upon careful consideration of the welfare of the individual student and the college community, place a student on leave of absence from the College. This policy outlines the circumstances of such leaves as well as various procedures and conditions, including readmission criteria and processes and implications for the student in terms of academic, financial, insurance, and housing matters.

Voluntary Medical Leave: A student is encouraged to request a voluntary medical leave in the event that he or she believes that physical and/or mental health concerns are significantly interfering with the ability to succeed at Bowdoin and/or that the demands of college life are interfering with recovery or safety. A student who, in consultation with either the director of the Health Center or director of the Counseling Service, determines that he or she needs to request a voluntary medical leave should contact his/her dean to discuss the terms of the leave as decided by the College.

Involuntary Medical Leave: In unusual circumstances, the Senior Associate Dean of Student Affairs or his or her designee, in consultation with Health Center and/or Counseling professionals, may determine that a student needs to be placed on involuntary medical leave. The determination will be based upon an individualized and objective assessment of the student's ability to safely participate in the College's programs and will examine whether the student presents a direct threat of substantial harm to that student or other members of the college community. The assessment will determine the nature, duration, and severity of the risk; the probability that the potentially threatening injury will actually occur; and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk. In addition, a student who is not attending class or making satisfactory academic progress may be placed on an involuntary medical/personal leave at the dean's discretion.

Parental Notification: The College reserves the right to notify a parent or guardian of their student's status if circumstances warrant and if it is believed to be in the best interest of the student and the College community without limitations to state and federal privacy laws.

Appeal Procedure for Involuntary Medical Leave: If a student believes that a decision for an Involuntary Medical Leave made by the College is unreasonable or that the procedures and/or information relied upon in making the decision were wrong or unfair, the student may appeal the decision. The appeal must be made in writing to the Dean of Student Affairs. Appeals should clearly state the specific unreasonable, wrong, and/or unfair facts and should present relevant information to support the statements. Once notified of the Involuntary Medical Leave, the student has five (5) business days to submit his or her appeal. The student may not remain on campus during the appeal period. If no timely appeal is submitted, the decision as to the Involuntary Medical Leave is final. The dean or his or her designee will respond in writing to the student's written appeal within five (5) business days. The response will provide a conclusion as to whether or not the Involuntary Medical Leave is appropriate upon a thorough review of the relevant facts and information. The dean may request an assessment by an outside medical provider at the student's expense.

Readmission Criteria and Procedures: A student who has been placed on Medical Leave, whether voluntary or involuntary, must complete the following readmission procedures before the student is allowed to return to Bowdoin College:

The student must send a letter to the Readmission Committee, to the attention of the Senior Associate Dean of Student Affairs, requesting formal readmission to the College. The student must send to the Readmission Committee a report from the student's physician and/or mental health provider; the report will include discussion of the student's current health status, course of treatment undergone during the leave, as well as any specific recommendations for the student and the College with respect to the student's successful return to Bowdoin. The report will address the following: (a) the student's readiness to return to the academic and co-curricular demands of college life; (b) the student's readiness to live on campus; (c) the student's ongoing treatment needs; (d) the student's readiness to return to competitive sports, if the student is a collegiate athlete; and (e) any other suggestions that the healthcare provider deems appropriate.

The student's physician and/or mental health provider must be a licensed physician if the evaluation is regarding medical concerns and must be a licensed mental health provider if evaluating mental health concerns. Further, all providers must be unrelated to the student and must have specialty/credentials appropriate for the condition(s) of concern. The student is responsible for any cost associated with the physician or mental health provider's evaluation.

The Readmission Committee will review the information provided by the student and evaluate the appropriateness of the student's return. The Committee may request further information from the student's medical or mental health providers. In order to provide for such requests, the student will be asked to sign and return a release form so that those individuals at the College who are involved in evaluating the student's return can have access to the student's outside healthcare providers and have the ability to openly discuss relevant aspects of the student's condition. In addition, the director of the Health Center and/or the director of the Counseling Service may also choose to meet with the student as part of the evaluation.

Once the Readmission Committee has reached a decision, the student will be notified by his or her dean. The decision of the committee is final.

In the event that the student is permitted to return to Bowdoin, the student will speak with his or her dean before returning in order to discuss the terms of the student's readmission including, if appropriate, a discussion of a continuing treatment plan for the student. If such a plan is established, and if the student does not follow the established plan, the College will have the right to revoke its decision to readmit the student and will have the right to require the student to resume his or her Medical Leave immediately.

Additional Considerations: Academic Implications

Enrollment Status: While on Medical Leave, the student is not an enrolled student at Bowdoin College. The Medical Leave status will continue until the student is prepared to return to the College and is readmitted by the Readmission Committee.

Taking Courses at Other Institutions: The College discourages students on Medical Leave from transferring course credit to Bowdoin. The Dean's Office may allow a limited course load (one or two courses pre-approved by the College) with the support, in writing, of the student's healthcare provider. All requests for such course approval must be made in writing to the Senior Associate Dean of Student Affairs. Requests for transferring course credit for more than two courses are seldom granted and require prior approval of the Recording Committee.

Off-Campus Study Applications: Students on Medical Leave are permitted to submit applications for Off-Campus Study, but must comply with the deadlines for those programs. Questions should be directed to the Office of Off-Campus Study.

Course Registration: Once the student on Medical Leave has been readmitted to the College, he or she will be able to participate in course registration. Course registration materials will be sent to the student's Bowdoin e-mail address. It is strongly advised that the student consult with his or her course instructors, advisor, and dean when choosing courses following Medical Leave.

Educational Record Reflection: The student's transcript will not reflect his or her Medical Leave. In the event a Medical Leave occurs after the start of the semester, the courses will be listed and a grade of "W" (withdrew) will appear. A copy of the student's Medical Leave approval letter will be placed in the student's file in the Dean of Student Affairs Office. The handling of the student's educational record is governed by the Family Education Rights and Privacy Act (FERPA). For more information about FERPA and a student's rights under the law, consult the *Student Handbook* online.

Financial Implications

Financial Aid Eligibility: Students on Medical Leave retain financial aid eligibility as long as all College deadlines are met prior to readmission. Questions should be directed to the Office of Student Aid.

Tuition and Fee Refunds: Tuition and fee refunds for Medical Leaves taken during the course of a semester are made in accordance with the College's Refunds Policy. For more information, consult the Refunds section on page 21.

Tuition Insurance: Tuition insurance is available, but it must be purchased prior to the start of the semester. Questions should be directed to the College Bursar.

Insurance Implications

Student Health Insurance: If the student is currently enrolled in the Bowdoin Student Accident and Sickness Insurance Plan, his or her coverage will continue as specified by the policy. If the student waived Bowdoin's plan, he or she should consult his or her comparable plan for any exclusions or limitations. Questions should be directed to the Student Health Insurance Coordinator.

Housing Implications

On a case-by-case basis, the College, in consultation with the student's healthcare providers, may determine that the returning student should not live on campus but is capable of attending classes. In addition, College housing may not be available to the student upon his or her return, due to space limitations. Once the student has been readmitted, he or she can discuss availability and options with the Office of Residential Life. In the event that College housing is not available, the student may choose to live in housing in the local area. The Office of Residential Life maintains information on local area rental listings. Questions should be directed to the Office of Residential Life.

Presence on Campus: While a student is on Medical Leave, whether voluntary or involuntary, he or she will not be permitted to visit campus without prior written permission of the Dean of Student Affairs. Permission will be granted for certain pre-approved educational or health treatment purposes only.

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's coursework after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study beginning on page 49.)

Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. The College does not grant credit for professional or vocational study at other institutions.

A student may transfer a cumulative total of no more than four credits from study in summer school programs. The College does not regularly grant credit for work completed through two-year institutions, correspondence courses, online distance education courses, or abbreviated winter terms ("Jan Plans"). Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of the Registrar for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the advisor and the appropriate Bowdoin department chair as well as the Catalogue description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The advisor, department chair, or Recording Committee may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on an ungraded basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of the Registrar, and the transcript must arrive in a sealed envelope. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student's permanent record, but are not issued, reissued, or copied for distribution. Course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; credit only is listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of the Registrar in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Graduation

Students must complete and submit to the Office of the Registrar the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after final grades for the spring semester have been received and all academic work has been completed.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to decide at some future date to wish to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Admissions Office for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean.

A decision to resign should be submitted in writing using the Notification of Resignation Form, available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this Catalogue for information about tuition and room and board refunds.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of students who are subject to probation, suspension, or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to the academic regulations or curricular requirements must petition the Recording Committee. Petition forms may be obtained from the Office of the Dean of Student Affairs. All petitions require the signature of a dean, and, depending on the nature of the request, some may require supporting·documentation from a faculty member, doctor, or counselor. Students are notified of the outcome of their petitions by the secretary of the Recording Committee.

The Readmission Committee

The Readmission Committee is chaired by the Senior Associate Dean of Student Affairs and comprises the Senior, Associate, and Assistant Deans of Student Affairs; Director of Student Aid; Director of Residential Life; Director of the Counseling Service; Director of the Health Center; Director of the Baldwin Program for Academic Development; and a representative from the Office of Admissions. The Committee meets twice a year, in June and December, to consider the petitions of students who are seeking to return from Academic Suspension, Disciplinary Leave, and/or Medical Leave. Letters requesting readmission and supporting materials should be directed to the Office of the Dean of Student Affairs. Students on Academic Suspension, Disciplinary Leave, and/or Medical Leave are not normally eligible to register for classes or make housing arrangements until they have been readmitted. Students seeking readmission are notified of the outcome of their petitions by the Office of the Dean of Student Affairs.

The Center for Learning and Teaching

Bowdoin College has a group of programs developed to support learning and teaching throughout the curriculum. The three programs and the ESOL (English Speakers of Other Languages) advisor are housed in Kanbar Hall and work cooperatively to enhance Bowdoin's curricular resources and to strengthen students' academic experience. The Baldwin Program for Academic Development, the Quantitative Reasoning Program, the Writing Project, and ESOL support are described below.

The Baldwin Program for Academic Development

The Baldwin Program for Academic Development opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the program offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the program offers activities and services such as peer tutoring, study groups, and study skills workshops, as well as individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually-tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

Quantitative Reasoning Program

The Quantitative Reasoning Program was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognition of the increasing demand to understand and use quantitative information in college-level work, in employment situations, and for effective citizenship.

The Quantitative Reasoning Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the Director of Quantitative Reasoning and faculty advisors counsel students regarding appropriate courses to fulfill their Mathematical, Computational, or Statistical Reasoning distribution requirement. In addition, students are encouraged to take courses across the curriculum that enhance their quantitative skills. The Quantitative Reasoning Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors. Upon the request of instructors, workshops on special topics are also provided by the Quantitative Reasoning Program. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is a peer tutoring program based on the premise that students are uniquely qualified to serve as intelligent, empathetic readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while encouraging writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the draft and the assistant's comments. Students in any course may also reserve conferences with a writing assistant in the Writing Workshop open each week from Sunday through Thursday.

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connor, director of the Writing Project, or visit the Writing Project Web site.

ESOL

Students who are multilingual or who have non-native English speaking parents may work individually with the ESOL advisor. Students may seek help with understanding assignments and readings and attend to grammar, outlining, revising, and scholarly writing conventions. Specific attention to pronunciation and oral presentation skills is also offered. Any student wishing to make an appointment with the ESOL advisor is welcome.

Special Academic Programs

Architectural Studies

Although the College offers no special curriculum leading to graduate study in architecture and no major in architecture, students can combine art and architecture studio courses with others in art history, environmental studies, physics, and other related disciplines to prepare for architectural study. The architecture studio course is intended to develop the ability to conceive and communicate architectural and spatial concepts in two and three dimensions. Interested students should speak with members of the Visual Arts Division of the Department of Art, with members of the Environmental Studies Program, or with members of Bowdoin Career Planning staff as early in their Bowdoin careers as possible.

Arctic Studies

A concentration in Arctic studies, offered through a variety of departments including the Department of Sociology and Anthropology, the Department of Geology, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore cultural, social, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program, involving course work and field work at Bowdoin and in the North.

Coastal Studies

The College's location on the coast of Maine affords distinct opportunities for students to study the complexities of coastal landscapes and seascapes. While the College does not offer a formal curriculum devoted to coastal studies, students can take courses focused on coastal issues in a variety of departments and programs including biology, geology, government, economics, English, visual arts, sociology, anthropology, and environmental studies. Many of the courses take advantage of facilities located at the Coastal Studies Center on Orr's Island (located twelve miles from campus), the Bowdoin Scientific Station (located on Kent Island in the Bay of Fundy), and a variety of other coastal locations in Maine. A number of coastal studies summer research fellowships are available annually to students. Interested students should speak with members of the Coastal Studies Faculty Advisory Committee and Rosemary Armstrong, the Coastal Studies Program coordinator, for guidance in selecting courses with a coastal component and for more information about summer research fellowships.

Engineering (3-2 Option; 4-2 Option)

Bowdoin College arranges shared studies programs with the University of Maine at Orono, the School of Engineering and Applied Science of Columbia University, the Thayer School of Engineering at Dartmouth College, and the California Institute of Technology (Caltech).

Qualified students in the shared studies program may transfer into the third year of the engineering program at Columbia or the University of Maine after three years at Bowdoin. Columbia also offers a 4-2 option, and interested students should contact the engineering advisor, Professor Dale Syphers, in the Department of Physics and Astronomy concerning this option.

Dartmouth offers a number of options, including taking the junior year at the Dartmouth engineering program, senior year at Bowdoin, and fifth year at Dartmouth's Thayer School of Engineering.

Caltech invites students of superior academic achievement from a select group of liberal arts colleges to apply to their 3-2 Program. Determination of acceptance is decided by the Caltech Upperclass Admissions Committee for students to transfer upon completion of their junior year.

All students must take **Physics 103, 104, 223, 229, 300,** or **Mathematics 224**; **Chemistry 109**; **Mathematics 161, 171,** and **181**; and **Computer Science 101**. They are also expected to have completed at least ten semester courses outside of mathematics and science, one of which should be in economics. Some programs at the University of Maine have additional course requirements in mathematics and science, and interested students should contact the engineering advisor, Professor Dale Syphers, for more information. These courses, together with the engineering courses, substitute for the major requirements in physics for 3-2 students. The successful student earns a bachelor of science degree from the engineering school after completing the two years of the engineering program and earns a bachelor of arts degree from Bowdoin at the end of their fifth year for all programs except Dartmouth's. For the Dartmouth program, the engineering courses are used as transfer credits to complete the Bowdoin degree in physics, conferred after the senior year. The Dartmouth engineering degree is conferred upon successful completion of a fifth year in engineering at Dartmouth. Finally, students may also apply as regular transfer students into any nationally recognized engineering program, earning only a degree from that engineering institution.

First-Year Seminars

The purpose of the first-year seminar program is to introduce students to college-level disciplines and to lead students to understand the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. Each seminar places an emphasis upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

A complete listing of first-year seminars being offered in the 2009–2010 academic year can be found on pages 149–60.

Legal Studies

Students considering the study of law should consult with Scheherazade Mason at Bowdoin Career Planning. Students will be provided with assistance designing a coherent liberal arts program that relates to the study of law and allied fields, and will be provided with guidance on all aspects of the application process. The Career Planning library also has excellent written and online resources about law schools and careers in the legal field.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin. Students interested in the Columbia program should meet with Professor Richard E. Morgan during their first year at Bowdoin.

Teaching

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Department of Education. Because courses in education, along with a major in a teaching field, are necessary for certification, it is wise to begin planning early so that schedules can be accommodated. (For information on the Bowdoin Teacher Scholars program, see pages 118–19.) An extensive resource library in Bowdoin Career Planning contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth, and public and private school openings. Career advising and credential file services are also available.

Off-Campus Study

Students are encouraged to broaden and enrich their education through participation in semester- and year-long programs of off-campus study. Whether off-campus study occurs abroad or in the United States, the College regards it as an extension of the on-campus educational experience and expects the courses in which students earn credit toward the degree to be in a field of study characteristic of the liberal arts and to be comparable in intellectual challenge to work done at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the program toward the major, the approval of the major department is required as well. Students contemplating off-campus study should consult the online *Guidelines for Off-Campus Study* published by the Office of Off-Campus Study; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete a request for permission to study away by Bowdoin's application deadline. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course-load in any off-campus study program. Credit earned is not formally transferred until the Office of the Registrar has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Bowdoin charges an off-campus study fee (see page 20). Financial aid normally continues to be available for students who qualify.

Depending on their academic needs, students normally are expected to select from the options list of approximately one hundred programs and universities kept by the Office of Off-Campus Study. See below for information on programs in which Bowdoin students participate by special arrangement with the sponsoring institutions.

American University Washington Semester Program

The Washington Semester Program, based at American University's Tenley campus in Washington, D.C., offers semesters on several topics, including American Politics, Economic Policy, Foreign Policy, International Environment and Development, Justice, Peace and Conflict Resolution, and Public Law. Courses are taught by American University faculty. Students who wish to apply must be nominated by Bowdoin's program representative, Janet Martin, in the Department of Government and Legal Studies.

Hamilton College Junior Year in France

The Hamilton College Junior Year in France offers a combination of courses in the Paris university system and in-house courses taken with students of the program. Hamilton College French professors direct the full-year program on a rotating basis.

Intercollegiate Center for Classical Studies in Rome

The Intercollegiate Center for Classical Studies (ICCS) in Rome provides undergraduates with an opportunity to study Roman art, archaeology, and history, as well as Greek and Roman literature, Italian language, and Renaissance and baroque Italian art. Under a consortial arrangement managed by Duke University, ICCS operates two semesters each academic year; students generally enroll for one semester during their junior year.

Institute for the International Education of Students (IES)

IES operates semester and full-year programs in several foreign countries. In most cases, IES offers a combination of classes taught expressly for Institute students and regular course offerings at a local partner university. IES programs approved for participating Bowdoin students include those in Vienna (Austria), Nantes (France), Berlin and Freiburg (Germany), Milan and Rome (Italy), Nagoya (Japan), and Granada, Madrid, and Salamanca (Spain).

Intercollegiate Sri Lanka Education (ISLE) Program

The ISLE Program, in Kandy, Sri Lanka, is a consortial program of leading liberal arts colleges affiliated with the University of Peradeniya, for which Bowdoin is the agency college. In each of the fall and spring semesters, ISLE provides students with the opportunity to study language, art, archaeology, and development. ISLE offers core courses in conversational Sinhala and material culture with independent study and electives in subjects such as Buddhism, women's studies, Sri Lankan literature, history, environmental studies, sociology, anthropology, and Sri Lankan politics. Students live with Sri Lankan families, take courses designed for them by leading university professors, and tour important archaeological and other sites relevant to their study.

Marine Biological Laboratory: Semester in Environmental Science

The Marine Biological Laboratory in Woods Hole, Massachusetts, offers the Semester in Environmental Science Program each fall at its ecological research arm, the Ecosystems Center. Two core lecture and laboratory courses, Aquatic Ecosystems and Terrestrial Ecosystems, present basic ecological systems and processes. Students also participate in one of several electives. Students use the skills learned throughout the semester to develop and conduct independent team research projects.

South India Term Abroad (SITA) Program

The SITA Program operates in Tamil Nadu, India. SITA offers one-semester programs in fall and spring, as well as a full-year program. Participants live with host families and tour several regions in South India. Course offerings include Tamil language, social and political issues, religion and art, Indian literature, directed field research, and independent study. Students prepare throughout the semester for the culminating month-long independent study project, and gain significant experience in interviewing, as well as other field methods.

The Swedish Program

The Swedish Program is sponsored by the University of Stockholm and a consortium of American colleges and universities, including Bowdoin. It offers students the opportunity to spend either a semester or a year studying comparative institutional organization and public policy in complex industrial societies. Most courses are interdisciplinary in nature. The only required course is a semester of Swedish language, but nearly all students also take Comparative Public Policy: The Swedish Model and the European Union. Other courses offered typically include Women, Swedish Society, and Culture; Swedish and European Cinema; Globalization and Its Discontents; Europe and the World Economy; and Environmental Policy.

Twelve College Exchange

The Twelve College Exchange provides Bowdoin students with the opportunity to study for a year at Amherst, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, or Wheaton Colleges or Wesleyan University. Also available through the Twelve College Exchange are the *Williams College–Mystic Seaport Program in American Maritime Studies* and the *National Theater Institute*.

Student Fellowships and Research

The Office of Student Fellowships and Research was launched in fall 2007 with the aim of connecting Bowdoin students to merit-based academic experiences. Often, the application forms for these merit-based scholarships and fellowships require applicants to concisely articulate their past experiences, interests, and future aspirations. While sometimes challenging, this requirement encourages students to undergo a process of self-assessment and self-development. The Office of Student Fellowships and Research is committed to making the application process a worthwhile learning experience for all students, regardless of whether a fellowship is awarded.

The Office of Student Fellowships and Research works with students and alumni to identify and to apply for relevant nationally competitive fellowships and scholarships such as Fulbright, Marshall, Rhodes, and Watson. Numerous Bowdoin students receive these prestigious awards each year, enabling them to engage in a variety of activities including spending time overseas, conducting independent research, receiving support toward their undergraduate tuition, and attending graduate school.

The Office of Student Fellowships and Research also strives to inform all Bowdoin students about undergraduate research opportunities, primarily at Bowdoin, but also at institutions across the country. Each year the College awards Bowdoin Research Fellowships and Research Awards to more than one hundred Bowdoin students to carry out faculty-mentored research across all disciplines. A Bowdoin Research Fellowship or Research Award allows a student to delve deeply into a research question and can lead to an enhanced independent study or honors project, co-authoring a paper with a faculty mentor, or presenting findings at a professional meeting. These research experiences enrich students' undergraduate experience, make students more competitive for entrance to graduate school, and prepare students to successfully undertake graduate study.

Courses of Instruction

The departments of instruction in the following descriptions of courses are listed in alphabetical order. A schedule containing the meeting times of all courses will be issued before each period of registration.

EXPLANATION OF SYMBOLS USED

[Bracketed Courses]: Courses that are not currently scheduled for a definite semester, but which have been offered within the past two consecutive years, are enclosed in brackets.

* On leave for the fall semester.
** On leave for the spring semester.
† On leave for the entire academic year.

MCSR: Course approved to meet the distribution requirement for Mathematical, Computational, or Statistical Reasoning.
INS: Course approved to meet the distribution requirement for Inquiry in the Natural Sciences.
ESD: Course approved to meet the distribution requirement for Exploring Social Differences.
IP: Course approved to meet the distribution requirement for International Perspectives.
VPA: Course approved to meet the distribution requirement for Visual and Performing Arts.

a: Course approved to meet the division requirement for natural science and mathematics.
b: Course approved to meet the division requirement for social and behavioral sciences.
c: Course approved to meet the division requirement for humanities.

Note: For a complete explanation of distribution and division requirements see the Curriculum section on pages 26–27.

Prerequisite: Indicates conditions that must be met in order to enroll in the course.

Course Numbering. Courses are numbered according to the following system:

10–29	First-year seminars
30–99	Courses intended for the nonmajor
100–199	General introductory courses
200–289	General intermediate-level courses
291–299	Intermediate independent study
300–399	Advanced courses and senior seminars
401–404 451–452	Advanced independent study: Original or creative projects and honors courses

Africana Studies

Olufemi Vaughan, *Program Director*
Glynis Wears-Siegel, *Program Coordinator*

Professor: Olufemi Vaughan (History)
Assistant Professors: Judith S. Casselberry, Tess Chakkalakal (English)
Visiting Faculty: P. Gabrielle Foreman
Fellow: Jessica M. Johnson
Contributing Faculty: Ericka A. Albaugh, Peter Coviello*, Keona K. Ervin, Guy Mark Foster†, David Gordon, David Hecht, Aaron Kitch, Karen Lindo, Scott MacEachern, James W. McCalla, Dhiraj Murthy, Elizabeth Muther, Evans Mwangi, H. Roy Partridge, Anthony Perman, Patrick J. Rael, Jennifer R. Scanlon, Margaret Hanétha Vété-Congolo, Anthony Walton

Africana Studies is an interdisciplinary program designed to bring the scholarly approaches and perspectives of several traditional disciplines to bear on an understanding of black life. Emphasis is placed on the examination of the rich and varied cultures, literature, and history of black people in Africa and in the African diaspora, including the United States, the Caribbean, and Latin America. Such a systematic interdisciplinary approach captures the historic, multifaceted quality of African American scholarship and allows the student to integrate effectively the perspectives of several academic departments at the College.

Requirements for the Major in Africana Studies

The major in Africana studies consists of five required core courses, a concentration of four additional courses, and a one-semester research project, for a total of ten courses. The core courses—**Africana Studies 101**; **Sociology 208** or **Anthropology 233**; **English 260**, **261**, **263**, or **275**; **History 236**, **237**, or **243**; and **History 262** or **264**—have been chosen to give the student a thorough background for the study of the black experience and to provide an introduction to the varied disciplines of Africana studies. The four-course concentration is intended to bring the methodologies and insights of several disciplines to a single problem or theme. Suggested concentrations are Race and Class in American Society, Cultures of the African Diaspora, Political Economy of Blacks in the Third World, and the Arts of Black America. Appropriate courses to be taken should be worked out by the student and the director of the Africana Studies Program. No more than one sub-100-level course may count toward the major. Neither courses taken Credit/D/Fail nor courses in which the student receives a grade of D are accepted for the major.

In addition, the research project, normally completed in the senior year, allows students to conduct research into a particular aspect of the black experience. Students may complete their research project as part of a 300-level course, or as an independent study under the direction of one of the program's faculty. Students should consult with the director concerning courses offered in previous years that may satisfy the program requirements.

Requirements for the Minor in Africana Studies

The minor in Africana studies consists of five courses in the Africana Studies Program, one of which will be an introductory course (one of **Africana Studies 101**, **102**, or **103**) and one of which will be a research course (either a 300-level seminar or an independent study) as a capstone course. In order to ensure that the minor will be multidisciplinary, no more than three of the courses can be from the same department. Neither courses taken Credit/D/Fail nor courses in which the student receives a grade of D are accepted for the minor.

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

10b. Racism. Fall 2009. Roy Partridge.
(Same as **Sociology 10**.)

11c. Slavery and the Literary Imagination. Fall 2009. Tess Chakkalakal.
(Same as **English 11**.)

23c. Writing the Racial Mountain in the Age of Jim Crow. Fall 2009. Keona Ervin.
(Same as **Gender and Women's Studies 25** and **History 23**.)

25c. The Civil War in Film. Spring 2010. Patrick Rael.
(Same as **History 25**.)

Introductory, Intermediate, and Advanced Courses

101c. Introduction to Africana Studies. Fall 2009. Tess Chakkalakal.

Introduction to the interdisciplinary field of Africana studies, with a particular focus on African American history, politics, sociology, literature, and culture; course materials also cover the experiences of the peoples of African ancestry in the Atlantic world, especially since the expansion of Europe in the fifteenth century. Material is covered chronologically and thematically, building historically centered accounts of African American, African, and African diasporic experiences. The goals of this course include the following: (1) to introduce students considering the Africana studies major or minor to the intellectually engaging field of Africana studies; (2) to provide a broad sweep of the field in terms of methodological, theoretical, and ideological perspectives; and (3) to provide contexts for the critical analyses of the African American experience in United States history, and the dynamic interplay of African and African diaspora experiences in the modern world.

[**108c. Introduction to Black Women's Literature**. (Same as **English 108** and **Gender and Women's Studies 104**.)]

[**113c - VPA. African Dance and Music**. (Same as **Dance 113** and **Music 113**.)]

121c - VPA. History of Jazz I. Every other year. Fall 2009. James McCalla.

A survey of jazz's development from its African American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, Billie Holiday, and Benny Goodman—through their later careers. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Music 121**.)

122c - VPA. History of Jazz II. Every other year. Fall 2010. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Music 122**.)

139c. The Civil War Era. Fall 2009. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **History 139**.)

144c - ESD, IP. Music in Africa. Spring 2010. Anthony Perman.

Introduction to a broad range of musical styles from throughout Africa. Explores how music is used in religious contexts, within nationalist movements, and in social life more generally, with special attention given to popular music and transnational influences on these forms. Students read a range of ethnographic writings on African music, as well as popular press to address issues of colonialism, capitalism, and commercialization in post-colonial Africa. (Same as **Music 144**.)

201c. Black Women, Politics, Music, and the Divine. Fall 2009. Judith Casselberry.

Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, The Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Anthropology 211** and **Gender and Women's Studies 207**.)

203c. Christianity and Islam in West Africa. Spring 2010. Olufemi Vaughan.

Seminar. Explores how Christianity, Islam, and indigenous religious beliefs shaped the formation of modern West African states and societies in the nineteenth and twentieth centuries. Discusses the role of these world and indigenous religious institutions and movements in the transformation of major West African societies in the following important historical themes: (1) religion and state formation in the turbulent nineteenth century; (2) religion and colonialism; (3) religion and decolonization; (4) religion and the post-colonial state; (5) religion and politics in the era of globalization. (Same as **History 203**.)

Note: This course fulfills the pre-modern requirement for history majors.

204 - IP. Biodiversity Conservation and Management in Africa. Fall 2009. Evans Mwangi.

An examination of the biodiversity crisis facing Africa and methods for slowing down or reversing the rapid loss of species and ecosystems that Africa is experiencing. Explores the social, cultural, historical, economic and political contexts of the relationship between African peoples and the continent's living natural resources, as well as the past, present and future of biodiversity. (Same as **Environmental Studies 206**.)

[**206b - ESD. The Archaeology of Gender and Ethnicity**. (Same as **Anthropology 206**.)]

207c - ESD, IP. Francophone Cultures. Every fall. Fall 2009. Karen Lindo and Hanétha Vete-Congolo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films. Conducted in French. (Same as **French 207** and **Latin American Studies 206**.)

Prerequisite: **French 205** or permission of the instructor.

[**208b - Race and Ethnicity**. (Same as **Sociology 208**.)]

213c. **Transnational Africa and Globalization**. Spring 2010. Olufemi Vaughan.

Seminar. Drawing on key readings on the historical sociology of transnationalism since World War II, examines how postcolonial African migrations transformed African states and their new transnational populations in Western countries. Discusses what concepts such as the nation state, communal identity, global relations, and security mean in the African context to critically explore complex African transnational experiences and globalization. These dynamic African transnational encounters encourage discussions on homeland and diaspora, tradition and modernity, gender and generation. (Same as **History 213**.)

216c. **History of African and African Diasporic Political Thought**. Fall 2009. Olufemi Vaughan.

Seminar. Will critically discuss some seminal works in African diaspora and African political thought in the nineteenth and twentieth centuries. Organized around global and national currents that will allow students to explore intersections in pan-African, African American, and African political thought in the context of Atlantic and global histories. Seminar topics are divided into three major historic moments. The first will explore major themes on Atlantic slavery and Western thought, notably slavery and racial representation; slavery and capitalism; slavery and democracy. The second will focus on the struggle of African Americans, Africans, and West Indians for freedom in post-Abolition and colonial contexts. Topics discussed within twentieth-century national, regional, and global currents include reconstruction and industrialization; pan-Africanism; new negro; negritude; colonialism; nationalism. Finally, explores pan-African and African encounters in the context of dominant postcolonial themes, namely decolonization; Cold War; state formation; imperialism; African diaspora feminist thought; globalism. Discusses these foundational texts and the political thoughts of major African, African American, and Caribbean intellectuals and activists in their appropriate historical context. (Same as **History 216**.)

[**217b - ESD**. **Overcoming Racism**. (Same as **Sociology 217**.)]

222b. **Politics and Societies in Africa**. Fall 2009. Ericka A. Albaugh.

Surveys societies and politics in sub-Saharan Africa, seeking to understand the sources of current conditions and the prospects for political stability and economic growth. Looks briefly at pre-colonial society and colonial influence on state-construction in Africa, and concentrates on three broad phases in Africa's contemporary political development: (1) independence and consolidation of authoritarian rule; (2) economic decline and challenges to authoritarianism; (3) democratization and civil conflict. Presumes no prior knowledge of the region. (Same as **Government 222**.)

225c. **Race and Representation in the English Renaissance**. Spring 2010. Aaron Kitch.

Reconsiders the notoriously "white" English Renaissance in light of recent literary and cultural scholarship on race and cultural difference. Explores key strategies of authors from Philip Sidney to Aphra Behn in representing ethnic, religious, and cultural othernesss, as well as an emergent discourse of racial identity. Topics include England's role in the nascent African slave trade, the poetic fetishization of the exotic, and transnational discourses of "discovery" that raised new questions about modes of English writing. Authors include Sidney, Shakespeare, Ben Jonson, Aphra Behn, Kim Hall, Gary Taylor, and bell hooks. (Same as **English 225**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the pre-1800 literature requirement for English majors.

227b - IP. Transnational Race and Ethnicity. Spring 2010. Dhiraj Murthy.

Examines globally mediated formations of ethnic and racial identities, including the ways in which transnational communities are shaped through contact with "homelands" (physically and virtually) and vice versa. Particular attention given to "Black" and "South Asian" diasporic communities based in London and the transnational cultural networks in Africa, the Indian Subcontinent, and the Caribbean that they help maintain. Readings include works by Paul Gilroy, Arjun Appadurai, Les Back, Stuart Hall, Jayne Ifekwunigwe, Ian Ang, and the Delhi-based sarai school. (Same as **Asian Studies 263** and **Sociology 227**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

229c - ESD. Evolution in America. Spring 2010. David Hecht.

Explores the history and politics of evolution in the United States since Darwin. Evolution has been central to American politics and culture in myriad ways. Examines explicit controversies, such as the Scopes Trial of 1925 and more recent debates over intelligent design, as well as the many ways that it has implicitly but profoundly influenced American culture, most notably in connection with lending credence to ideas of "natural" or "normal" in terms of human behavior, racial classification, or gender and sexual norms. Also explores changing ideas of evolution, in both scientific investigation and popular culture. (Same as **History 230**.)

233b - ESD, IP. Peoples and Cultures of Africa. Fall 2009. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms. Changes in African societies in the colonial and post-colonial periods examined, but are not the principal focus. (Same as **Anthropology 233**.)

Prerequisite: One course in anthropology or **Africana Studies 101**.

236c - ESD. The History of African Americans, 1619–1865. Spring 2010. Patrick Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. (Same as **History 236**.)

237c - ESD. The History of African Americans from 1865 to the Present. Spring 2011. Patrick Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. (Same as **History 237**.)

238c Reconstruction. Fall 2010. Patrick Rael.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a biracial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention paid to the deeply conflicted ways historians have approached this period over the years. (Same as **History 238**.)

Prerequisite: One course in history.

243c - ESD. History of Black Sexual Politics. Spring 2010. Keona Ervin.

Explores how gender and sexuality function within African American communities in the United States using historical and contemporary case studies. Examines connections between constructions of Black femininity and masculinity, racial identity formation and social inequality against the backdrop of slavery and emancipation, segregation, the Great Depression and World War II, the black freedom struggle, and what many have called the post-civil rights era. Materials include interdisciplinary scholarly texts and articles, films, novels, and music. (Same as **Gay and Lesbian Studies 242**, **Gender and Women's Studies 242**, and **History 243**.)

[**245c - ESD. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States**. (Same as **Gender and Women's Studies 245** and **History 245**.)]

[**249c - ESD, IP. African Philosophy**. (Same as **Philosophy 249**.)]

[**256b. African Archaeology: The Roots of Humanity**. (Same as **Anthropology 256**.)]

258c - ESD. Reconstructing the Nation. Every other year. Spring 2010. Tess Chakkalakal.

Introduces students to American literature written between 1865 and 1910. Exploring a period marked by the end of the Civil War, Reconstruction, the "New" South, and Jim Crow, students engage with these historical developments through a reading of a wide range of novels, short stories, poems, and plays that take up political tensions between the North and South as well as questions of regional, racial, and national identity. Works by George Washington Cable, Charles Chesnutt, Lydia Maria Child, Sarah Orne Jewett, Mark Twain, Sutton E. Griggs, Emily Dickinson, Paul Laurence Dunbar, Henry James, Theodore Dreiser, and Frank Norris constitute the "major" literary voices of the period, but also examines a number of "minor" works that are similarly, but perhaps more narrowly, concerned with questions of race and nation. (Same as **English 258**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**260c. African American Fiction: (Re)Writing Black Masculinities**. (Same as **English 260** and **Gender and Women's Studies 260**.)]

261c. African American Poetry. Every other year. Fall 2009. Elizabeth Muther.

African American poetry as counter-memory—from Wheatley to the present—with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks, and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices. (Same as **English 261**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

262c - ESD, IP. Africa and the Atlantic World, 1400–1880. Fall 2009. David Gordon.

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. (Same as **History 262**.)

Note: This course fulfills the pre-modern requirement for history majors.

[**263c. Staging Blackness**. (Same as **English 263**.)]

264c - ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. Spring 2010. David Gordon.

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence, mass disenchantment, the rise of the predatory post-colonial state, genocide in the Great Lakes, and the wars of Central Africa. (Same as **History 264**.)

265c. Black Women and Slavery in Diasporic Perspective. Spring 2010. Jessica Johnson.

Examines the history of women of African descent during the second period of slavery and slave trading between Africa, the Caribbean, and mainland North America (roughly 1650 to 1888). Focuses on the everyday experiences of women's labor, reproduction, and kinship-building on the plantations and in the cities, of these slaveholding societies and on women's roles in the (re)creation of Afro-Atlantic religious and political culture. Investigates the participation of women in abolition and emancipation movements of the late eighteenth and early nineteenth centuries. A range of issues addressed: How did women of African descent experience life under slavery in contrast to men or women of European, Amerindian, and East Indian descent? How did the lives of enslaved women differ from free women of color in different slave holding societies of the Atlantic world? How did the experience of migration, forced and voluntary, impact the lives of black women and the growth of black societies across the Atlantic African diaspora? Assignments include work by contemporary historians and literary figures, primary source analysis, and student projects on the representation and presentation of women and slavery. (Same as **Gender and Women's Studies 273** and **History 273**.)

[**266c. Topics in African American Literature: The Harlem Renaissance**. (Same as **English 266**.)]

[**267c - IP. African Environmental History**. (Same as **Environmental Studies 268** and **History 267**.)]

269c - ESD, IP. After Apartheid: South African History and Historiography. Fall 2009. David Gordon.

Seminar. Investigates the diverse representations and uses of the past in South Africa. Begins with the difficulties in developing a critical and conciliatory version of the past in post-apartheid South Africa during and after the much-discussed Truth and Reconciliation Commission. Then turns to diverse historical episodes and sites of memory from the Great Trek to the inauguration of Nelson Mandela to explore issues of identity and memory from the perspectives of South Africa's various peoples. (Same as **History 269**.)

270c. African American Fiction: Childhood and Adolescence. Spring 2010. Elizabeth Muther.

A century of short stories, novels, and graphic narratives by African American writers that engage the lives of children and adolescents, as well as narratives written explicitly for young readers. Theorizes historical constructions of African American childhood from the Harlem Renaissance era to the present. Examines the strong tradition of child-narrated fiction for teens and adults from the 1960s and 1970s by such writers as Ernest Gaines, Toni

Morrison, Toni Cade Bambara, Louise Meriwether, and Ann Petry. Considers the emergence of a conscious Black Arts aesthetic in children's literature and its relationship to the flowering of multicultural children's literature in recent decades. (Same as **English 270** [formerly **English 275** (same as **Africana Studies 275**)].)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

274c. Atlantic Antislavery. Fall 2009. Patrick Rael.

Seminar. The slavery that emerged with the expansion of European powers in the New World was historically unique—a form more exploitative and capitalistic than any seen before. Paradoxically, it was this same Atlantic world that bred the ideas of universal human liberty that led to slavery's demise. Explores this conundrum and examines the movements in the Atlantic world dedicated to abolishing slavery in the Atlantic basin in the eighteenth and nineteenth centuries. Considers the foundations of antislavery thought, the abolition of the slave trade, the relationship between capitalism and abolitionism, the role of African American protest, the emergence of immediatism in America, the progress of Atlantic emancipations, and the historical memory of antislavery. Intensive engagement with historical arguments on this topic. (Same as **History 270**.)

280b - ESD. Race, Biology, and Anthropology. Fall 2009. Scott MacEachern.

Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including J. Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as **Anthropology 280**.)

Prerequisite: **Anthropology 101**, **102**, or **Sociology 101**, or permission of the instructor.

284c. Reading *Uncle Tom's Cabin*. Spring 2010. Tess Chakkalakal.

Introduces students to the controversial history of reader responses to Harriet Beecher Stowe's 1852 antislavery novel, *Uncle Tom's Cabin*. Students engage with various theoretical approaches—reader response theory, feminist, African Americanist, and historicist—to the novel, then turn to the novel itself and produce their own literary interpretation. In order to do so, students examine the conditions of the novel's original production. By visiting various historic locations, the Stowe House on Federal Street, the First Parish Church on Maine Street, Special Collections of the Hawthorne-Longfellow Library, students compare the novel's original historical context to the history that the novel produced. Aside from reading Stowe's antislavery fiction, students also read works produced with and against *Uncle Tom's Cabin*. (Same as **English 284**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

291–294. Intermediate Independent Study in Africana Studies. The Program.

[305c. Critical Race Theory.]

322c. African American Literature and Visual Culture. Fall 2009. Elizabeth Muther.

Explores the semiotics of racial representation in African American literature and culture over the past century, focusing in particular on comics and graphic narratives. Considers the problems of minstrelsy, masking, and caricature—as well as instruments of militant image-making, in both literary and visual forms. Of special interest will be modernist resistance languages of the Harlem Renaissance; collage as a mid-century metaphor for invisibility and black subjectivity; and contemporary images—comics, narratives, and illustrations—that introduce alternative socio-political allegories. (Same as **English 322**.)

Prerequisite: One 200-level course in English or Africana studies, or permission of the instructor.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**324c. Empirical Africa: Exoticism, Race, and Gender**. (Same as **French 324** and **Latin American Studies 324**.)]

330. Resist! Black Novels, Newspapers, and Transnational Violence. Fall 2009. Gabrielle Foreman.

From their very beginnings, Black American newspapers have concerned themselves not only with resistance movements within the United States but also with revolts and revolutions throughout the Black Diaspora. Examines a short story, a novella, and a novel all published in important and popular Black papers. Interdisciplinary focus allows easy search of newspaper databases for African American coverage of the British and French Caribbean, Cuba and Latin America, West and East Africa, and the Italian invasion of the last remaining independent nation, Ethiopia, during its war against colonization—all while examining fiction serialized in the Black press. One-half credit. (Same as **English 330**.)

Note: This course will not count for credit toward the major.

[**336c. Research in Nineteenth-Century United States History**. (Same as **History 336**.)]

361c. The Political Imagination in African History. Spring 2010. David Gordon.

Explores African conceptions of politics from the sixteenth to the twentieth century. Themes covered include African ancestral traditions, political movements during European colonialism, ethnic politics, alternative forms of sovereignty, religion and power, and debates over democratization. Students are required to write an original research paper. (Same as **History 361**.)

401–404. Advanced Independent Study and Honors in Africana Studies. The Program.

Art

Pamela M. Fletcher, *Department Chair and Director, Art History Division*
James Mullen, *Director, Visual Arts Division*
Elizabeth H. Palmer, *Department Coordinator*

Professor: Mark C. Wethli†
Associate Professors: Linda J. Docherty, Pamela M. Fletcher, Michael Kolster, James Mullen, Stephen Perkinson, Susan E. Wegner
Assistant Professors: De-nin Deanna Lee (Asian Studies), Carrie Scanga
Lecturer: John B. Bisbee
Visiting Faculty: Meggan Gould, Amer Kobaslija, Wiebke N. Theodore
Fellow: Nestor Gil

The Department of Art comprises two programs: art history and visual arts. Majors in the department are expected to elect one of these programs. The major in art history is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

Requirements for the Major in Art History

The art history major consists of ten courses, excluding first-year seminars. Required are **Art History 100**; one course in African, Asian, or pre-Columbian art history numbered **103** or higher; one from **Art History 209**, **210**, **213**, **214**, **215**, or **226**; one from **Art History 216**, **222**, **223**, **224**, or **232**; one from **Art History 242**, **252**, **254**, **262**, or **264**; one additional 200-level course; two 300-level seminars; and two additional art history courses numbered higher than **101**, one of which may be an independent study. Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See pages 208–12.

Requirements for the Minor in Art History

The minor consists of five courses, excluding first-year seminars. Required courses are **Art History 100**; two 200-level courses; one 300-level course; and one additional art history course numbered higher than **100**.

Courses that will count toward the major and minor must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

The major and the minor in visual arts are described on page 68.

COURSES IN THE HISTORY OF ART

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

10c. **The Art of Winslow Homer**. Fall 2009. Linda Docherty.

15c. **Art Works, Artists, and Audiences**. Spring 2010. Stephen Perkinson.

Introductory, Intermediate, and Advanced Courses

100c. **Introduction to Art History**. Fall 2009. Pamela Fletcher, De-nin Lee, and Susan Wegner.

An introduction to the study of art history. Provides a chronological overview of art primarily from Western and East Asian traditions. Considers the historical context of art and its production, the role of the arts in society, problems of stylistic tradition and innovation, and points of contact and exchange between artistic traditions. Equivalent of **Art History 101** as a major or minor requirement. Not open to students who have credit for **Art History 101**.

[130c - IP. Introduction to the Arts of Ancient Mexico and Peru. (Same as **Latin American Studies 130**.)]

209c. Introduction to Greek Art and Archaeology. Fall 2009. Ryan Ricciardi.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101**.)

210c. Introduction to Roman Archaeology. Fall 2010. Ryan Ricciardi.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102**.)

[**213c - VPA. Art of Three Faiths: Christian, Jewish, and Islamic Art and Architecture, from the Third to the Twelfth Century**.]

214c - VPA. The Gothic World. Fall 2009. Stephen Perkinson.

Introduces students to art produced in Europe and the Mediterranean from the twelfth through the early fifteenth centuries. Following a general chronological sequence, investigates the key artistic monuments of this period in a variety of media, including architecture, painting, manuscript illumination, stained glass, sculpture, and the decorative arts. Explores a particular theme in each class meeting through the close analysis of a single monument or closely related set of monuments. Provides students with a conceptual framework that allows them to interpret both the monuments addressed in class, as well as those that they may encounter in their future studies.

Prerequisite: **Art History 100** or **101**.

215c. Illuminated Manuscripts and Early Printed Books. Spring 2010. Stephen Perkinson.

Surveys the history of the decorated book from late antiquity through the Renaissance, beginning with an exploration of the earliest surviving illuminated manuscripts in light of the late antique culture that produced them. Examines uses of books in the early Middle Ages to convert viewers to Christianity or to establish political power. Traces the rise of book professionals (scribes, illuminators, binders, etc.), as manuscript production moved from monastic to urban centers, and concludes with an investigation of the impact of the invention of printing on art and society in the fifteenth century, and on the "afterlife" of manuscript culture into the sixteenth century. Themes include the effect of the gender of a book's anticipated audience on its decoration; the respective roles of author, scribes, and illuminators in designing a manuscript's decorative program; and the ways that images can shape a reader's understanding of a text. Makes use of the Bowdoin Library's collection of manuscripts and early printed books.

222c - VPA. The Art of Renaissance Italy. Fall 2009. Susan Wegner.

A survey of the painting, sculpture, and architecture of Italy in the fourteenth, fifteenth, and sixteenth centuries, with emphasis on major masters: Giotto, Masaccio, Donatello, Brunelleschi, Alberti, Botticelli, Leonardo da Vinci, Raphael, Titian, and Michelangelo.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

224c - VPA. Mannerism. Spring 2010. Susan Wegner.

Mannerism in art and literature. Artists include Michelangelo, Pontormo, Rosso, Bronzino, El Greco. Themes include fantasy and imagination, ideal beauty (male and female), the erotic and grotesque, and the challenging of High Renaissance values. Readings include artists' biographies, scientific writings on the senses, formulas for ideal beauty, and description of court life and manners. Uses the Bowdoin College Museum of Art's collection of sixteenth-century drawings, prints, and medals.

[**226c - VPA. Northern European Art of the Fifteenth and Sixteenth Centuries**.]

[**232c. Art in the Age of Velázquez, Rembrandt, and Caravaggio**.]

242c. Nineteenth-Century European Art. Fall 2009. Linda Docherty.

Painting and sculpture in Western Europe from 1750 to 1900 with emphasis on France, England, and Germany. Individual artists are studied in the context of movements that dominated the century: neoclassicism, romanticism, realism, impressionism, post-impressionism, and symbolism. The influence of art criticism, the relationship between art and society, and the emergence of the avant-garde in this period are also discussed.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

243c - VPA. Modern Architecture: 1750 to 2000. Spring 2011. Jill Pearlman.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as **Environmental Studies 243**.)

[**251c. Victorian Art**.]

252c. Modern Art. Spring 2010. Pamela Fletcher.

A study of the modernist movement in visual art in Europe and the Americas, beginning with post-impressionism and examining, in succession: expressionism, fauvism, cubism, futurism, constructivism, Dada, surrealism, the American affinities of these movements, and the Mexican muralists. Modernism is analyzed in terms of the problems presented by its social situation; its relation to other elements of culture; its place in the historical tradition of Western art; and its invocation of archaic, primitive, and Asian cultures.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

[**254c. Contemporary Art**.]

[**262c. American Art from the Colonial Period to the Civil War**.]

264c. American Art from the Civil War to 1945. Spring 2010. Linda Docherty.

American architecture, sculpture, and painting between the Civil War and World War II. Issues considered include the expatriation of American painters after the Civil War, the introduction of European modernism to the United States, the pioneering achievements of American architects and photographers, and the continuing tension between native and cosmopolitan forms of cultural expression. Field trips to the Bowdoin College Museum of Art.

271c - IP, VPA. The Arts of China. Spring 2010. De-nin Deanna Lee.

A chronological survey of ritual objects, sculpture, architecture, painting, and decorative arts in China from the Neolithic to the modern period. Topics include ritual practices and mortuary art, technologies of art and the role of trade, the impact of Buddhism, courtly and scholarly modes of painting, and popular and avant-garde art. Formerly **Art History 211**. (Same as **Asian Studies 211**.)

272c - IP, VPA. The Arts of Japan. Fall 2009. De-nin Deanna Lee.

Surveys ritual objects, sculpture, architecture, painting, and decorative arts in Japan from the Neolithic to the modern period. Topics include ceramic forms and grave goods, the adaptation of Chinese models, arts associated with Shinto and Buddhist religions, narrative painting, warrior culture, the tea ceremony, woodblock prints and popular arts, modernization and the avant-garde. Formerly **Art History 219**. (Same as **Asian Studies 209**.)

[**273c - VPA. Modern and Contemporary Art in China**. Formerly **Art History 220**. (Same as **Asian Studies 220**.)]

281c. Global Crossings. Spring 2010. De-nin Lee.

Focuses on the theme of "global crossings," exploring topics such as the representation of the Other in art, the circulation of art from other cultures, the appropriation of imagery and styles from other cultures, and the display of other cultures in the context of the modern art museum. Emphasis given to the issue of Orientalism and the history of the China trade. Assignments require students to work directly with objects and images in the Bowdoin College Museum of Art. Students will curate an exhibition, including selection, layout, interpretation and publicity, at the end of the semester.

Prerequisite: One course in art history or permission of the instructor.

291c–294c. Intermediate Independent Study in Art History. Art History Faculty.

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

315c. Art at the Late Medieval Courts. Fall 2009. Stephen Perkinson.

In the late Middle Ages, the aristocratic courts of northern Europe commissioned some of the most spectacular works of art ever created. Rulers built massive palaces with walls hung with tapestries, commissioned sculptures, and paintings to decorate their castles and chapels, displayed their wealth with fashions and jewelry, and purchased manuscripts with illuminations that projected a mythic vision of noble culture. Explores the connections between art and political power in this period, tracing objects as they moved from the studios of their creators and passed through the hands of the individuals who exchanged them as gifts or amassed them in collections. Also discusses how art defined social roles, dividing society into groups according to gender and class. In addition to reading a number of important art historical studies, students examine a handful of literary texts that help reconstruct the visual culture of the courts.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

[**323c**. **Topics in Chinese Painting**. (Same as **Asian Studies 323**.)]

324c. **Art and Life of Michelangelo**. Spring 2010. Susan Wegner.

Examines painting, sculpture, drawings, and poetry of Michelangelo in light of fifteenth- and sixteenth-century Italian society. Topics include color, meaning, and recent restoration of the Sistine Chapel Ceiling and Last Judgment; the heroic male figure in sculpture and drawings; religion and politics in relation to patrons; artistic rivalries with Leonard, Raphael, and Titian. Readings include English translations of sixteenth-century biographies, art theory, and poetry.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

[**333c**. **Studies in Seventeenth-Century Art: Caravaggio and Artemisia Gentileschi**.]

[**355c**. **Modernism and the Nude**. (Same as **Gender and Women's Studies 355**.)]

357c. **The Commercial Art Gallery**. Spring 2010. Pamela Fletcher.

Explores the commercial art gallery as a distinct institutional form, emphasizing its historical and functional differences from other exhibition venues. Draws upon theoretical and historical scholarship on museums and exhibition theory, but the primary focus is uncovering the history of the commercial gallery in Europe and the United States from the late eighteenth century to the present, and developing a theoretical paradigm within which to locate the form.

Prerequisite: **Art History 100** or **101**, or permission of the instructor.

358c. **Modern Art in Great Britain: Pre-Raphaelitism to Vorticism**. Fall 2009. Pamela Fletcher.

Examines the history of modern art in Great Britain from 1848 to 1914, focusing on the multiple meanings the "modern" had for visual artists. What difference does it make to our understanding of modernity to map its contours across London rather than Paris? How did modern artists engage with or challenge the narrative tradition that largely defined the visual arts in Britain? How did Britain's commercial art market support or suppress new forms of art making and viewing? Topics covered include the Pre-Raphaelites, the Arts and Crafts Movement, Aestheticism, the Camden Town Group, Bloomsbury, and Vorticism.

362c. **History and Memory**. Spring 2010. Linda Docherty.

History is commonly distinguished from memory as an objective and methodologically disciplined interpretation of the past versus a subjective and emotionally laden recollection of experience. The study of historiography shows, however, that contemporary interests and ideologies shape the writing of history and that memory provides a means of going beyond the written record in the quest for more complete knowledge. Explores the visual relationship of history and memory in American art from the Revolutionary period to the present. Topics include public monuments and memorials, narrative history painting versus photojournalism, architectural preservation, and portraits as constructions of identity and souvenirs of loss. Students research sites of history and memory at Bowdoin College and collectively produce a thematic campus walking tour.

Prerequisite: **Art History 100**, **101**, **262**, or **264**; or permission of the instructor.

401c–404c. **Advanced Independent Study and Honors in Art History**. Art History Faculty.

VISUAL ARTS

Requirements for the Major in Visual Arts

The major consists of eleven courses, which must include **Visual Arts 150**; either **180**, **190**, or **195**; and both **390** and **395**. Five additional visual arts courses must be taken, no more than one of which may be an independent study course. Two courses in art history are also required.

Requirements for the Minor in Visual Arts

The minor consists of six courses, which must include **Visual Arts 150** and either **180**, **190**, or **195**. Three additional visual arts courses must be taken, no more than one of which may be an independent study course. One course in art history is also required.

Courses that will count toward the major and minor must be taken on a graded basis (not Credit/D/Fail), and students must earn grades of C- or better in these courses.

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students, as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

150c - VPA. Drawing I. Fall 2009. James Mullen and Carrie Scanga. Spring 2010. Amer Kobaslija and James Mullen.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media.

160c. Painting I. Fall 2009 and Spring 2010. Amer Kobaslija.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media.

Prerequisite: **Visual Arts 150**.

170c - VPA. Printmaking I. Fall 2009 and Spring 2010. Carrie Scanga.

An introduction to intaglio printmaking, including etching, drypoint, engraving, monotype, and related methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by the intaglio medium. Attention is also given to historical and contemporary examples and uses of the medium.

180c - VPA. Photography I. Fall 2009. Meggan Gould. Spring 2010. Michael Kolster.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm non-automatic camera.

190c - VPA. Architectural Design I. Spring 2010. Wiebke Theodore.

An introduction to architectural design. A sequence of studio projects develops ability in site analysis, design principles, and presentation techniques. Studio projects and precedents are analyzed in lectures and group critiques.

195c - VPA. Sculpture I. Fall 2009. John Bisbee and Nestor Gil. Spring 2010. Nestor Gil.

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, clay, and other media.

[**233c. Architecture and Sustainability**. (Same as **Environmental Studies 233**.)]

250c. Drawing II. Fall 2009. Amer Kobaslija.

A continuation of the principles introduced in **Visual Arts 150**, with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Visual Arts 150**.

255. 3-D Digital Animation Studio. Every fall. Carey Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of filmmaking and use of high-end three-dimensional animation software. Concludes with a team effort to create a three-dimensional animated film of the science problem. (Same as **Biology 202**.)

[**260c. Painting II**.]

262c. Portraiture and the Politics of Identity. Spring 2010. James Mullen.

Explores the traditions and contemporary practice of portraiture. Examines the role of individuality, authority, and definitions of community through the visual arts. Students encouraged to work with a range of media, including drawing, painting, photography, and sculpture.

Prerequisite: One 100-level course in visual arts or permission of the instructor.

[**265c - VPA. Public Art**.]

[**270c. Printmaking II**.]

[**272c. Landscape Painting**.]

[**275c. Architectural Design II**.]

[**280c. Photography II. Large Format**.]

281c. Digital Color Photography. Fall 2009. Michael Kolster.

A continuation of principles introduced in **Visual Arts 180**, with an added emphasis on the expressive potentials of color and digital photographic techniques. Different approaches to digital capture, manipulation, and printing are practiced, with a focus on the theory and technical realities of color photography. Through reading assignments, slide presentations, and discussions, students explore historical and cultural implications of digital photography. Assignments and group critiques are used to structure class discussion.

Prerequisite: **Visual Arts 180**.

285c. Sculpture II. Fall 2009. John Bisbee.

A continuation of principles introduced in **Visual Arts 195**, with particular emphasis on independent projects.

Prerequisite: **Visual Arts 195** or permission of the instructor.

[**286c - VPA. Make. Believe. Sculpture.**]

295c–299c. Intermediate Independent Study in Visual Arts. Visual Arts Faculty.

[**310c. Narrative Structures.**]

380c. Photo Seminar. Spring 2010. Meggan Gould.

An extension of principles and techniques developed in **Visual Arts 180** and **Visual Arts 280**, with increased emphasis on independent projects. Seminar discussion and critiques, and field and laboratory work. Participants must provide their own non-automatic 35mm camera.

Prerequisite: **Visual Arts 280** or permission of the instructor.

390c. Senior Seminar. Every fall. Fall 2009. James Mullen.

Concentrates on strengthening critical and formal skills as students start developing an individual body of work. Includes readings, discussions, individual and group critiques, as well as visiting artists.

395c. Senior Studio. Every spring. Spring 2010. Carrie Scanga.

A continuation of the Senior Seminar, with emphasis on the creation of an individual body of work. Includes periodic reviews by members of the department and culminates with a group exhibition at the conclusion of the semester.

401c. Advanced Independent Study and Honors in Visual Arts. Visual Arts Faculty.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

Asian Studies

Shu-chin Tsui, *Program Director*
Suzanne M. Astolfi, *Program Coordinator*

Professor: John C. Holt (Religion)

Associate Professors: Thomas Conlan (History), Songren Cui†, Henry C. W. Laurence (Government), Shu-chin Tsui

Assistant Professors: Belinda Kong (English), De-nin Deanna Lee (Art), Vyjayanthi Ratnam Selinger†, Rachel L. Sturman (History)

Instructor: Lawrence L. C. Zhang (History)

Lecturers: Sree Padma Holt, Asuka Hosaka, Xiaoke Jia, Yan Li, Mitsuko Numata

Contributing Faculty: David Collings, Sara A. Dickey**, Dhiraj Murthy, Nancy Riley, Karen Teoh

Students in Asian studies focus on the cultural traditions of China, Japan, or South Asia (India, Sri Lanka, Pakistan, Bangladesh, and Nepal). In completing the major, each student is required to gain a general understanding of one of these cultural areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian studies major.

Requirements for the Major in Asian Studies

One majors in Asian studies by focusing on a particular geographic and cultural area (e.g., South Asia) or by specializing in the subfield of Disciplinary Asian Studies. Eight courses are required in addition to the study of an Asian language. These eight include a senior seminar (300 level) and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-year project. Students must earn a grade of C- or better in order to have a course count for the major. No courses taken Credit/D/Fail may count for the major, unless the course is graded Credit/D/Fail only. No "double counting" of courses is allowed for the major. First-year seminars do count for the major.

The major requires courses from two categories:

1. *Language*. Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study. The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of the Registrar to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program. Advanced language study is important for and integral to the major. In addition to the required two years of language study, students may apply up to three advanced intermediate (third-year) or advanced (fourth-year) East Asian language courses toward the total of eight required for the area-specific or disciplinary major.

2a. *Area-specific option*. Eight courses, seven of which focus on the student's area of specialization and one of which is in an Asian cultural area outside that specialization. One of these eight courses is normally a senior seminar. The possible areas of specialization are China, Japan, East Asia, and South Asia. Students must take at least one premodern and one modern course in their area of specialization. Students specializing in China must take **Asian Studies 275** and a 300-level Chinese-related course; those specializing in Japan must take **Asian Studies 246** or **283**; and those focusing on South Asia must take one 200-level course from each of the following three areas: anthropology, religion, and history, all of which must have South Asia as their primary focus (whenever possible, two of those courses should be **Asian Studies 232**, **240**, or **256**).

2b. *Disciplinary-based option*. Eight courses, at least five of which must be in the chosen discipline (e.g., government, history, literature, religion, and other approved areas). Those choosing this option should consult with their advisor concerning course selection and availability. One of the eight courses must be a 300-level course in the discipline of focus, wherever possible. The three remaining courses, chosen in consultation with an advisor, must explore related themes or relate to the student's language study. The language studied must be in the student's primary cultural or national area of focus, or in cases where a discipline allows for comparison across areas, in one of the primary areas of focus.

Requirements for the Minor in Asian Studies

Students focus on the cultural traditions of either East Asia or South Asia by completing a concentration of at least five courses in one geographic area or four courses in one geographic area and one course outside that specialization. Of these five courses, two may be language courses, provided that these language courses are at the level of third-year instruction or above. Two courses completed in off-campus programs may be counted toward the minor. Students focusing on South Asia must take one 200-level course from each of the following three areas: anthropology, religion, and history, all of which must have South Asia as their primary focus (whenever possible, two of those courses should be **Asian Studies 232**, **240**, or **256**). Students must earn a grade of C- or better in order to have a course count for the minor. No Credit/D/Fail courses may count for the minor, unless the course is graded Credit/D/Fail only. No "double counting" of courses is allowed for the minor. First-year seminars do count for the minor.

Off-Campus Study

Foreign study for students interested in Asian studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. Students are particularly encouraged to attend the ACC, CET, and IUP programs. The AKP and JCMU programs are recommended for students interested in Japan, but they may select another program based upon their academic interests. The ISLE and SITA programs (see page 50) are recommended for students interested in South Asia. Consult the Asian studies office or Web site for information about these and other programs. Up to three credits from off-campus study (excluding beginning and intermediate—first- and second-year—language courses) may count toward the major. Up to two credits from off-campus study (excluding language courses) may count for the minor.

Program Honors

Students contemplating honors candidacy in the program must have established records of A and B in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and successfully defend their thesis in an oral examination.

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

11c. Living in the Sixteenth Century. Fall 2010. Thomas Conlan.
(Same as **History 13**.)

17c. Shanghai Imagined. Fall 2009. Belinda Kong.
(Same as **English 14**.)

19b. East Asian Politics: Introductory Seminar. Fall 2009. Henry C. W. Laurence.
(Same as **Government 19**.)

[**20b. Global Media and Politics**. (Same as **Government 20**.)]

21c. Perspectives on Modern China. Fall 2010. Shu-chin Tsui.

28c. The History of Tea in East Asia. Fall 2009. Lawrence Zhang.
(Same as **History 28**.)

Introductory, Intermediate, and Advanced Courses

[**139c - IP, VPA. Music of South Asia**. (Same as **Music 139**.)]

201c - ESD, IP. Literature of World War II and the Atomic Bomb in Japan: History, Memory, and Empire. Fall 2010. Vyjayanthi Selinger.

A study of Japan's coming to terms with its imperialist past. Literary representations of Japan's war in East Asia are particularly interesting because of the curious mixture of remembering and forgetting that mark its pages. Postwar fiction delves deep into what it meant for the Japanese people to fight a losing war, to be bombed by a nuclear weapon, to face surrender, and to experience Occupation. Sheds light on the pacifist discourse that emerges in atomic bomb literature and the simultaneous critique directed towards the emperor system and wartime military leadership. Also examines what is missing in these narratives—Japan's history of colonialism and sexual slavery—by analyzing writings from the colonies (China, Korea, and Taiwan). Tackles the highly political nature of remembering in Japan. Writers include the Nobel prize-winning author Ôe Kenzaburô, Ôoka Shôhei, Kojima Nobuo, Shimao Toshio, Hayashi Kyoko, and East Asian literati like Yu Dafu, Lu Heruo, Ding Ling, and Wu Zhou Liu.

209c - IP, VPA. The Arts of Japan. Fall 2009. De-nin Deanna Lee.

Surveys ritual objects, sculpture, architecture, painting, and decorative arts in Japan from the Neolithic to the modern period. Topics include ceramic forms and grave goods, the adaptation of Chinese models, arts associated with Shinto and Buddhist religions, narrative painting, warrior culture, the tea ceremony, woodblock prints and popular arts, modernization and the avant-garde. (Same as **Art History 272** [formerly **Art History 219**].)

211c - IP, VPA. The Arts of China. Spring 2010. De-nin Deanna Lee.

A chronological survey of ritual objects, sculpture, architecture, painting, and decorative arts in China from the Neolithic to the modern period. Topics include ritual practices and mortuary art, technologies of art and the role of trade, the impact of Buddhism, courtly and scholarly modes of painting, and popular and avant-garde art. (Same as **Art History 271** [formerly **Art History 211**].)

212c - ESD, IP. Writing China from Afar. Spring 2010. Belinda Kong.

The telling of a nation's history is often the concern not only of historical writings but also literary ones. Examines three shaping moments of twentieth-century China: the Sino-Japanese War (1937–45), the Cultural Revolution (1966–76), and the 1989 Tiananmen democracy movement and massacre. Focuses specifically on contemporary literature by authors born and raised in China but since dispersed into a western diaspora. Critical issues include language choice and the role of translation; the truth claims of fiction vs. memoir; the relationship between history, literature, and the cultural politics of diasporic representations of origin; and the figure of the contemporary intellectual-writer vis-à-vis totalitarian violence. Authors may include Eileen Chang (Zhang Ailing), Shan Sa, Dai Sijie, Hong Ying, Yan Geling, Zheng Yi, Yiyun Li, Gao Xingjian, Ha Jin, Annie Wang, and Ma Jian. (Same as **English 273** [formerly **English 283**].)

Prerequisite: One first-year seminar or 100-level course in English or one course in Asian studies.

213c - ESD. Introduction to Asian American Literature. Fall 2009. Belinda Kong.

An introduction not only to the writings of Asian America, but also to the historical development of Asian American literature as a field of discussion, study, and debate. Begins by focusing on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976). Then turns to earlier classics as well as more recent fiction and questions of how to reconceive Asian American literature in light of these works. In addition to Kingston, authors may include Amy Tan, David Henry Hwang, Frank Chin, John Okada, Jade Snow Wong, Carlos Bulosan, Chang-rae Lee, and Jhumpa Lahiri, Susan Choi, Lan Cao, and Iê thi diem thúy. Formerly **English 284**. (Same as **English 271**.)

Prerequisite: One first-year seminar or 100-level course in English or one course in Asian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[216c - ESD, IP. Asian Diaspora Literature of World War II. (Same as **English 274**.)]

219c. Religion and Fiction in Modern South Asia. Spring 2010. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels, including Salman Rushdie (*Midnight's Children, The Satanic Verses*), V. S. Naipaul (*An Area of Darkness, India: A Million Mutinies Now?*), Gita Mehta (*A River Sutra*), etc. **Religion 220** or **221** recommended. (Same as **Religion 219**.)

[220c - VPA. Modern and Contemporary Art in China. (Same as **Art History 273** [formerly **Art History 220**].)]

223c - IP. Mahayana Buddhism. Spring 2010. John Holt.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch*, among others. (Same as **Religion 223**.)

224c - ESD, IP. Asian America's Aging. Every other year. Spring 2010. Belinda Kong.

Asian American literature is dominated by voices of youth: the child narrator and the *bildungsroman* genre have long been used by writers to tell not only personal coming-of-age stories but also that of Asian America itself, as a relative newcomer into the American nation-state and its cultural landscape. Focuses instead on the latecoming figure of the aged narrator in recent Asian American fiction, who constellates themes of dislocation and reclamation, memory, and the body rather than those of maturation and heritage. Explores old age as a vehicle for engaging contemporary issues of globalization and diaspora; historical trauma and cultural memory; life and biopolitics. Examines these works within the paradigm of transnational Asian America, which goes beyond the United States as geographical frame to shed light on the new diasporic identities and cultural politics emerging from twentieth-century global transits. (Same as **English 279**.)

Prerequisite: One first-year seminar or 100-level course in English or Asian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[228b - IP. Chinese Foreign Policy. (Same as **Government 228**.)]

[230c - ESD, IP. Imperialism, Nationalism, Human Rights. (Same as **History 280**.)]

232b. Modernity in South Asia. Fall 2009. Sara Dickey.

What is modernity? How does it differ cross-culturally, and what forms does it take in South Asia? In the countries of South Asia — including India, Pakistan, Sri Lanka, Bangladesh, and Nepal — many aspects of everyday life are both affected by and shape modernity. Economic liberalization, religious nationalism, and popular media are examined, while investigating changes in caste, class, work, gender, family, and religious identities in South Asia. (Same as **Anthropology 243**.)

Prerequisite: **Anthropology 101** or **Sociology 101**.

233b - IP. South Asian Popular Culture. Fall 2009. Dhiraj Murthy.

Examines transnational South Asian popular culture (encompassing Pakistan, India, Bangladesh, Nepal, Bhutan, and Sri Lanka), as a medium to understand larger sociological themes, including diaspora, "homeland," globalization, identity, class, gender, and exoticization. Music, film, and fashion are the prime cultural modes explored. Largely structured around specific "South Asian" cultural products—such as Bhangra, Asian electronic music, and Bollywood—and their circulation between the subcontinent and South Asian diasporic communities (particularly in Britain). (Same as **Sociology 236**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

236c - ESD, IP. India and the Indian Ocean World. Fall 2009. Rachel Sturman.

Explores the vibrant social world created by movements of people, commodities, and ideas across the contemporary regions of the Middle East, East Africa, South and Southeast Asia from the early spread of Islam through the eighteenth century. Key topics include the formation of communities, pre-modern material cultures, the meanings of conversion and religious change, and the production and transformation of systems of knowledge and modes of social relations in the era before the rise of European colonialism. (Same as **History 282**.)

Note: This course fulfills the pre-modern requirement for history majors.

239c - ESD, IP. Violence and Non-violence in Twentieth-Century India. Fall 2009. Rachel Sturman.

Seminar. Examines the histories of violence and non-violence that have shaped contemporary India. Considers Gandhi's efforts to develop a theory and practice of non-violence in the context of anti-colonial nationalism, as well as the epic religious violence that ultimately accompanied independence from British colonial rule. Explores the historical relationship between violent and non-violent forms of social protest and social control in the post-colonial era through examination of vivid examples of social and political movements. Considers the recent proliferation of religious violence, and caste- and gender-based atrocities. Draws on history, literature, documentary film, and film drama to consider how such violence and non-violence have been remembered and memorialized, and their legacies for Indian society. (Same as **History 241**.)

Prerequisite: One course in history or permission of the instructor.

[**240c - IP. Hindu Literatures**. (Same as **Religion 220**.)]

[**241c - IP. Hindu Cultures**. (Same as **Religion 221**.)]

242c - ESD, IP. Theravada Buddhism. Fall 2009. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Religion 222**.)

246c - IP. The Fantastic and Demonic in Japanese Literature. Spring 2011. Vyjayanthi Selinger.

From possessing spirits and serpentine creatures to hungry ghosts and spectral visions, Japanese literary history is alive with supernatural beings. The focus of study ranges from the earliest times to modernity, examining these motifs in both historical and theoretical contexts. Readings pose the following broad questions: How do representations of the supernatural function in both creation myths of the ancient past and the rational narratives of the modern nation? What is the relationship between liminal beings and a society's notion of purity? How may we understand the uncanny return of dead spirits in medieval Japanese drama? How does the construction of demonic female sexuality vary between medieval and modern Japan? Draws on various genres of representation, from legends and novels to drama, paintings, and cinema. Students develop an appreciation of the hold that creatures from the "other" side maintain over our cultural and social imagination.

[**247b - ESD, IP. Indian Cinema and Society: Industries, Politics, and Audiences**. (Same as **Anthropology 232**.)]

252c - IP. Cultural Topics in Contemporary China. Fall 2009. Shu-chin Tsui.

Explores cultural trends in contemporary China with post-socialist condition as the contextual setting and cultural studies the theoretical framework. Discussion topics include rural-urban transformations, experimental art, alternative literature, documentary cinema, fashion codes, and gender issues. Examines how cultural trends reflect and react to China's social-economic transitions, and how the state apparatus and the people participate in cultural production and consumption.

254c - IP, VPA. Transnational Chinese Cinema. Spring 2010. Shu-chin Tsui.

Introduces students to films produced in the People's Republic of China, Taiwan, and Hong Kong. Places national cinema in a transnational framework and explores how cinema as a sign system constructs sociocultural and aesthetic meanings. Students will benefit most by bringing both an open mind toward non-Western cultural texts, and a critical eye for visual art.

[**256c - ESD, IP. Modern South Asia**. (Same as **History 261**.)]

258c. Politics and Popular Culture in Twentieth-Century India. Spring 2010. Rachel Sturman.

Examines the new forms of politics and of popular culture that shaped twentieth-century modernity in India. Topics include the emergence of mass politics, ideologies of nationalism and communalism, urbanization and the creation of new publics, violence and popular media, modern visual culture, democracy and social movements, and the politics of development. Focuses on the relationship between new socio-political forms and new technologies of representation and communication. (Same as **History 263**.)

263b - IP. Transnational Race and Ethnicity. Spring 2010. Dhiraj Murthy.

Examines globally mediated formations of ethnic and racial identities, including the ways in which transnational communities are shaped through contact with "homelands" (physically and virtually) and vice versa. Particular attention is given to "Black" and "South Asian" diasporic communities based in London and the transnational cultural networks in Africa, the Indian Subcontinent, and the Caribbean which they help maintain. Readings will include those by Paul Gilroy, Arjun Appadurai, Les Back, Stuart Hall, Jayne Ifekwunigwe, Ian Ang, and the Delhi-based sarai school. (Same as **Africana Studies 227** and **Sociology 227**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

[**266c - IP. Chinese Women in Fiction and Film**. (Same as **Gender and Women's Studies 266**.)]

[**269 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration**. (Same as **Economics 277** and **Gender and Women's Studies 277**.)]

270c - ESD, IP. The Global Migration of the Overseas Chinese. Spring 2010. Karen Teoh.

Seminar. Explores the history of Chinese migration in its global context from the sixteenth century onwards. Examines the internal roots of emigration in China, the interactions of migrants with their host societies and local populations, processes of cultural adaptation and assimilation, and the significance of migration and the overseas Chinese for concepts of Chinese identity. Focuses on Southeast Asia and North America, but also looks at Western Europe, South America, and elsewhere. While studying the implications of Chinese migration in specific locations, attends to transnational or cross-border networks, and interrogates concepts of ethnicity, nationality, and diaspora. (Same as **History 271**.)

Prerequisite: One course in history or permission of the instructor.

272c - ESD, IP. "China among Equals": History from Song to Ming, 850–1644. Spring 2010. Lawrence Zhang.

Covers the period from the fall of the Tang dynasty to the end of the Ming, during which China underwent a critical and fundamental transformation from a society dominated by a national aristocratic elite with hereditary rights to one where elites membership became much more fluid. The emergence of competing neighboring states also meant a complete reorientation of how China conducted diplomacy, both with other land-based states and eventually through maritime contacts with Zheng He's expeditions to the West. Neo-Confucianism, developed during the Song dynasty, became not only the dominant philosophy in China but also in East Asia for the next thousand years. This comprehensive survey of China during the medieval and early modern eras includes sub-units on the Mongol empire and other "conquest dynasties." (Same as **History 212**.)

Note: This course fulfills the pre-modern requirement for history majors.

275c - ESD, IP. The Making of Modern China. Fall 2009. Karen Teoh.

An introduction to the transformation of China's political and social life from the advent of its last dynasty in 1644 to the present. Covers the rise and fall of the Qing dynasty, economic and cultural encounters with the West, Republican government, war with Japan, the Communist revolution, and the People's Republic under Mao Zedong. Also discusses social and economic reforms in post-Mao China, and the global Chinese overseas community. Major themes include political and intellectual trends, the ongoing tension between the center and local society, problems of ethnicity and gender, challenges of modernization, and the (re-)emergence of the world's oldest and largest bureaucratic state as a major power in the twenty-first century. (Same as **History 275**.)

276c - IP. The Origins of Imperial China, Prehistory to 900 c.e. Fall 2009. Lawrence Zhang.

Traces the origins and evolution of cultural, economic, and social elements of Chinese imperial statehood. Considers how each successive regime created its own philosophical and political basis for legitimacy and authority. Topics covered include the flowering of philosophy in the fifth century b.c.e., the unification and subsequent disintegration of the Qin and Han empires, the introduction of Buddhism, and the rise and fall of the cosmopolitan Tang dynasty. Various types of evidence, including archaeological finds and material culture, will be examined. (Same as **History 276**.)

Note: This course fulfills the pre-modern requirement for history majors.

[**278b - ESD, IP. China, Gender, Family**. (Same as **Gender and Women's Studies 278** and **Sociology 278**.)]

279c - ESD, IP. Rebellions and Revolutions in Nineteenth- and Twentieth-Century China. Spring 2010. Lawrence Zhang.

Seminar. Mass uprisings have been political and social crucibles throughout the history of China, causing not only "regime changes," as slated in contemporary terms, but also radical shifts in the cultural dynamics of Chinese society, as evident in class hierarchy, distribution of material resources, and expressions of personal and collective rights. Explores several of these pivotal moments, including millenarian movements such as the Taiping Rebellion in the Chinese heartland and the Muslim holy wars in the western borderlands during the nineteenth century; political transitions such as the 1911 Republican Revolution and the 1949 Communist Revolution; and movements introducing new social and cultural norms such as the May Fourth Movement and the Cultural Revolution Students revisit the question of how the concepts of "rebellion" and "revolution" are simultaneously similar and different. One course in Asian history is recommended. (Same as **History 279**.)

Prerequisite: One course in history.

[**281c - IP. The Courtly Society of Heian Japan**. (Same as **History 281**.)]

282b - ESD, IP. Japanese Politics and Society. Fall 2009. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as **Government 232**.)

283c - ESD, IP. The Origins of Japanese Culture and Civilization. Fall 2009 and Fall 2010. Thomas Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **History 283**.)

Note: This course fulfills the pre-modern requirement for history majors.

284c - ESD, IP. The Emergence of Modern Japan. Spring 2010 and Spring 2011. Thomas Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of late-nineteenth-century industrialization, which resulted in imperialism, international wars, and ultimately, the postwar recovery. (Same as **History 284**.)

285c - IP. Conquests and Heroes. Spring 2010. Thomas Conlan.

Seminar. Examines the experience of war in China, Japan, and Europe in order to ascertain the degree to which war is a culturally specific act. Explores narratives of battle and investigates "heroic" qualities of European, Chinese, and Japanese figures. A secondary theme constitutes an examination of the impact the thirteenth-century Mongol Invasions had on each of these military cultures. (Same as **History 285**.)

Note: This course fulfills the pre-modern requirement for history majors.

286c - IP. Japan and the World. Fall 2009. Thomas Conlan.

Seminar. Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and cultures in East Asia. (Same as **History 286**.)

Note: This course fulfills the pre-modern requirement for history majors.

289c - IP. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2009. Sree Padma Holt.

Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the "great goddess"; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as Devi Mahatmya, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Gender and Women's Studies 289** and **Religion 289**.)

291c–299c. Intermediate Independent Study in Asian Studies. The Program.

[**318c. Pilgrimage: Narrative and Ritual**. (Same as **Religion 318**.)]

[**323c. Topics in Chinese Painting**. (Same as **Art History 323**.)]

332b. Advanced Seminar in Japanese Politics. Spring 2010. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining among the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Government 332**.)

Prerequisite: **Government 232** (same as **Asian Studies 282**).

[**337b. Advanced Seminar in Democracy and Development in Asia**. (Same as **Government 337**.)]

364c. The Politics of Inequality in Modern South Asian History. Spring 2010. Rachel Sturman.

An examination of how South Asians have conceptualized innate social differences (e.g., race, caste, religion, ethnicity, gender) as well as labor and poverty, and how they have put these ideas into practice during the past two centuries. Topics include histories of race, labor, sexuality, and citizenship under British imperialism and global capitalism; the emergence and vicissitudes of the concept of minority; and modern anti-caste struggles. Following a survey of major recent scholarship in the field, students pursue projects of their own design, culminating in a substantial original research paper. One course in South Asian history is recommended. (Same as **History 364**.)

Prerequisite: One course in history or permission of the instructor.

380c. The Warrior Culture of Japan. Spring 2011. Thomas Conlan.

Explores the "rise" of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan's military "rule" and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **History 380**.)

Prerequisite: **Asian Studies 283** (same as **History 283**) or **284** (same as **History 284**), or permission of the instructor.

Note: This course fulfills the pre-modern requirement for history majors.

401c–404c. Advanced Independent Study and Honors in Asian Studies. The Program.

LANGUAGE COURSES

Chinese 101c. Elementary Chinese I. Fall 2009. Yan Li.

A foundation course for communicative skills in modern Chinese (Mandarin). Five hours of class per week. Introduction to the sound system, essential grammar, basic vocabulary, and approximately 350 characters. Develops rudimentary communicative skills. No prerequisite. Followed by **Chinese 102**.

Chinese 102c. Elementary Chinese II. Spring 2010. Yan Li.

A continuation of **Chinese 101**. Five hours of class per week. Covers most of the essential grammatical structures and vocabulary for basic survival needs and simple daily routine conversations. Introduction to the next 350 characters, use of Chinese-English dictionary. Followed by **Chinese 203**.

Prerequisite: **Chinese 101** or permission of the instructor.

Chinese 203c. Intermediate Chinese I. Fall 2009. Xiaoke Jia.

An intermediate course in modern Chinese. Five hours of class per week. Consolidates and expands the knowledge of grammar and vocabulary, with 400 additional characters. Further improves students' Chinese proficiency with a focus on accuracy, fluency, and complexity. Followed by **Chinese 204**.

Prerequisite: **Chinese 102** or permission of the instructor.

Chinese 204c. Intermediate Chinese II. Spring 2010. Xiaoke Jia.

A continuation of **Chinese 203**. Five hours of class per week. Further develops students' communicative competence and strives to achieve a balance between the receptive and productive skills. Students learn another 400 characters; read longer, more complex texts; and write short compositions with increasing discourse cohesion. Followed by **Chinese 205**.

Prerequisite: **Chinese 203** or permission of the instructor.

Chinese 205c. Advanced-Intermediate Chinese I. Fall 2009. Xiaoke Jia.

A pre-advanced course in modern Chinese. Three hours of class per week. Upgrades students' linguistic skills and cultural knowledge to explore edited or semi-authentic materials. Followed by **Chinese 206**.

Prerequisite: **Chinese 204** or permission of the instructor.

Chinese 206c. Advanced-Intermediate Chinese II. Spring 2010. Xiaoke Jia.

A continuation of **Chinese 205**. Three hours of class per week. Focuses on the improvement of reading comprehension and speed, and essay writing skills. Deals particularly with edited and/or authentic materials from Chinese mass media such as newspapers and the Internet. Followed by **Chinese 307**.

Prerequisite: **Chinese 205** or permission of the instructor.

Chinese 307c. Advanced Chinese I. Every fall. Shu-chin Tsui.

A subject-oriented language course, facilitating students' transition from textbook Chinese to authentic materials. Subjects in rotation include social-cultural China, Chinese cinema, business Chinese, and media in China. Emphasis is given to reading and writing, with focuses on accuracy, complexity, and fluency in oral as well as written expression.

Prerequisite: **Chinese 206** or permission of the instructor.

Chinese 308c. Advanced Chinese II. Every spring. Shu-chin Tsui.

Continuation of **Chinese 307**.

Prerequisite: **Chinese 307** or permission of the instructor.

Japanese 101c. Elementary Japanese I. Fall 2009. Mitsuko Numata.

An introductory course in modern Japanese language. In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading, and listening comprehension. Context-oriented conversation drills are complemented by audio materials. The two kana syllabaries and 60 commonly used kanji are introduced. No prerequisite. Followed by **Japanese 102**.

Japanese 102c. Elementary Japanese II. Spring 2010. Mitsuko Numata.

A continuation of the fundamentals of Japanese grammar structures and further acquisition of spoken communication skills, listening comprehension, and proficiency in reading and writing. Introduces an additional 90 kanji.

Prerequisite: **Japanese 101** or permission of the instructor.

Japanese 203c. Intermediate Japanese I. Fall 2009. Asuka Hosaka.

An intermediate course in modern Japanese language, with introduction of advanced grammatical structures, vocabulary, and characters. Continuing emphasis on acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese socio-cultural context. Introduces an additional 100 kanji.

Prerequisite: **Japanese 102** or permission of the instructor.

Japanese 204c. Intermediate Japanese II. Spring 2010. Asuka Hosaka.

A continuation of **Japanese 203** with the introduction of more advanced grammatical structures, vocabulary, and characters.

Prerequisite: **Japanese 203** or permission of the instructor.

Japanese 205c. Advanced-Intermediate Japanese I. Fall 2009. Asuka Hosaka.

Increases students' proficiency in both spoken and written modern Japanese. A variety of written and audiovisual materials are used to consolidate and expand mastery of more advanced grammatical structures and vocabulary. Includes oral presentation, discussion, and composition in Japanese.

Prerequisite: **Japanese 204** or permission of the instructor.

Japanese 206c. Advanced-Intermediate Japanese II. Spring 2010. Asuka Hosaka.

A continuation and progression of materials used in **Japanese 205**.

Prerequisite: **Japanese 205** or permission of the instructor.

Japanese 307c. Advanced Japanese I. Fall 2009. Mitsuko Numata.

Designed to develop mastery of the spoken and written language. Materials from various sources such as literature, newspapers, and cultural journals as well as TV programs and films are used. Assigned work includes written compositions and oral presentations.

Prerequisite: **Japanese 206** or permission of the instructor.

Japanese 308c. Advanced Japanese II. Spring 2010. Mitsuko Numata.

A continuation of **Japanese 307**. Continued efforts to develop oral and written fluency in informal and formal situations. Reading of contemporary texts of literature, business, and social topics.

Prerequisite: **Japanese 307** or permission of the instructor.

Biochemistry

Anne E. McBride, *Program Director*
Jocelyn M. Lloyd, *Program Coordinator*

Professor: Bruce D. Kohorn (Biology)
Associate Professor: Anne E. McBride (Biology)
Assistant Professor: Danielle H. Dube (Chemistry)
Contributing Faculty: Richard D. Broene, Barry Logan**, Peter J. Woodruff
Laboratory Instructor: Kate R. Farnham

Note: Below is a list of required and elective courses for the major in Biochemistry. Please refer to the departments of Biology, Chemistry, Mathematics, and Physics for further information, including course descriptions, instructors, and semesters when these courses will next be offered.

Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 109**, **224** (same as **Chemistry 231**), **232** (same as **Chemistry 232**), **263** (same as **Chemistry 263**); **Chemistry 109**, **225**, **226**, **251**; **Mathematics 161**, **171**; **Physics 103**, **104**. Students are encouraged to complete the required biochemistry core courses by the end of their junior year so that they may take upper-level courses and participate in research in the senior year. Majors must also complete two courses from the following: **Biology 210** (same as **Environmental Studies 210**), **212**, **214**, **217**, **218**, **253**, **257**, **266**, **304**, **306**, **307**, **314**, **317**, **333**, **401–404**; **Chemistry 210**, **240**, **252**, **305** (same as **Environmental Studies 305**), **325**, **331**, **401–404**; **Physics 223**, **401–404**. Students may include as an elective one 400-level course. Students taking independent study courses for honors in the biochemistry major should register for **Biochemistry 401–404**.

Bowdoin College does not offer a minor in biochemistry.

Advanced Courses

401a–404a. Advanced Independent Study and Honors in Biochemistry. The Department.

Biology

Bruce D. Kohorn, *Department Chair*
Julie J. Santorella, *Department Coordinator*

Professors: Patsy S. Dickinson (Neuroscience), Amy S. Johnson, Bruce D. Kohorn (Biochemistry), Carey R. Phillips, Nathaniel T. Wheelwright†
Associate Professors: Philip Camill (Environmental Studies), John Lichter (Environmental Studies), Barry A. Logan**, Anne E. McBride (Biochemistry), Michael F. Palopoli**
Assistant Professors: Jack R. Bateman, Hadley Wilson Horch (Neuroscience), William R. Jackman
Visiting Faculty: Daniel J. Thornhill, Peter J. Woodruff
Director of Bowdoin Scientific Station on Kent Island: Damon P. Gannon
Laboratory Instructors: Pamela J. Bryer, Nancy J. Curtis, Kate R. Farnham, Janet Gannon, Stephen A. Hauptman, Nancy H. Olmstead, Jaret S. Reblin, Elizabeth Koski Richards, Peter E. Schlax

Requirements for the Major in Biology

The major consists of eight courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 102** or **109**, and three of the twelve core courses. Core courses are divided into three groups. One course must be taken from each group. Majors are also required to complete four elective courses, at least two of which have to be higher than **250**.

Group 1

Genetics and Molecular Biology
Microbiology
Developmental Biology
Biochemistry and Cell Biology
Neurobiology

Group 2

Comparative Physiology
Plant Physiology
Developmental Biology
Neurobiology

Group 3

Behavioral Ecology and Population Biology
Biology of Marine Organisms
Evolution
Community, Ecosystem and Global Change Ecology

Majors must also complete one mathematics course, **Mathematics 165** or **171** (or higher). Another college statistics course and **Mathematics 161** may satisfy this requirement with permission of the department. Additional requirements are **Physics 103** (or any physics course that has a prerequisite of **Physics 103**), and **Chemistry 225**. Students are advised to complete **Biology 102** or **109** and the mathematics, physics, and chemistry courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in mathematics, physics, and chemistry. Advanced placement credits may not be used to fulfill any of the course requirements for the major.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See pages 81, 135, and 233.

Requirements for the Minor in Biology

The minor consists of two courses within the department at the 100 level or above, and two courses to be taken from two of the three core groups. See Requirements for the Major in Biology.

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

23a. **Personal Genomes**. Spring 2010. Jack Bateman.

Introductory, Intermediate, and Advanced Courses

[**53a - MCSR**, **INS**. **Biofuels**.]

55a - INS. **Science of Food and Wine**. Fall 2009. Richard D. Broene and Barry A. Logan.

Methods of food and wine preparation and production emerged from essentially controlled scientific experiments, even if the techniques of cooking are often carried out without thought of the underlying physical processes at play. Considers the science behind food and wine using bread baking, cooking techniques, the role of microbes in our diet, and wine making and appreciation to explore the chemistry and biology that underlie our gastronomy. Molecular structures and complex interactions central to cooking and wine are examined in integrated laboratory exercises. Assumes no background in science. Not open to students who have credit for a chemistry course numbered **100** or higher. (Same as **Chemistry 55**.)

61a - INS. Your First Nine Months: From Conception to Birth. Every semester. Carey R. Phillips.

Covers the biological events from the process of fertilization through early development and birth of a human. Intended for those who have had little biology or do not intend to major in biology. Explores the formation of the major organ systems and how the parts of the body are constructed in the correct places and at the correct times. Also discusses topics such as cloning and the effects of prenatal use of drugs as they relate to the biological principles involved in early human development. Includes a few in-class laboratory sessions in which students learn to do experiments, and collect, analyze, and interpret data.

[**79a - INS. Agriculture: Ancient and Modern**. (Same as **Environmental Studies 79**.)]

86a - INS. Biotechnology and Bioengineering. Fall 2009. Peter J. Woodruff.

Scientific advances over the last few decades have greatly expanded our understanding of the natural world. Some of these discoveries have been applied to other fields to improve human health or solve problems facing society. Examines contemporary application of scientific progress in areas such as genetic engineering, stem cells, drug discovery, biofuels, and environmental remediation. Analyzes ethical concerns raised by advances in biotechnology and bioengineering.

101a - MCSR, INS. Biological Principles I. Every fall. Fall 2009. Bruce D. Kohorn.

The first in a two-semester introductory biology sequence. Topics include fundamental principles of cellular and molecular biology with an emphasis on providing a problem-solving approach to an understanding of genes, RNA, proteins, and cell structure and communication. Focuses on developing quantitative skills, as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups. *First-year students are required to take the biology placement examination during orientation.*

102a - MCSR, INS. Biological Principles II. Spring 2010. Amy S. Johnson.

The second in a two-semester introductory biology sequence. Emphasizes fundamental biological principles extending from the physiological to the ecosystem level of living organisms. Topics include physiology, ecology, and evolutionary biology, with a focus on developing quantitative skills as well as critical thinking and problem solving skills. Lecture and weekly laboratory/discussion groups.

Prerequisite: **Biology 101**.

109a - MCSR, INS. Introductory Biology. Every semester. Fall 2009. Anne E. McBride and Michael F. Palopoli. Spring 2010. Patsy S. Dickinson and William R. Jackman.

Lectures examine fundamental biological principles, from the subcellular to the ecosystem level. Topics include bioenergetics, structure-function relationships, cellular information systems, physiology, ecology, and evolutionary biology. Laboratory sessions are intended to develop a deeper understanding of the techniques and methods of science by requiring students to design and conduct their own experiments. Lecture and weekly laboratory/discussion groups.

[**154a - Ecology of the Gulf of Maine and Bay of Fundy**. (Same as **Environmental Studies 154**.)]

158a - MCSR, INS. Perspectives in Environmental Science. Every spring. Spring 2010. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Chemistry 105** and **Environmental Studies 201**.)

Prerequisite: One 100-level or higher course in biology, chemistry, geology, or physics.

174a - MCSR. Biomathematics. Every fall. Fall 2009. Mary Lou Zeeman.

A study of mathematical methods driven by questions in biology. Biological questions are drawn from a broad range of topics, including disease, ecology, genetics, population dynamics, neurobiology, endocrinology and biomechanics. Mathematical methods include compartmental models, matrices, linear transformations, eigenvalues, eigenvectors, matrix iteration and simulation; ODE models and simulation, stability analysis, attractors, oscillations and limiting behavior, mathematical consequences of feedback, and multiple time-scales. Three hours of class meetings and two hours of computer laboratory sessions per week. Within the biology major, this course may count as the mathematics credit or as biology credit, but not both. Students are expected to have taken a year of high school or college biology prior to this course. (Same as **Mathematics 204** [formerly **Mathematics 174**].)

Prerequisite: **Mathematics 161** or permission of the instructor.

202. 3-D Digital Animation Studio. Every fall. Carey R. Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of filmmaking and use of high-end three-dimensional animation software. Concludes with a team effort to create a three-dimensional animated film of the science problem. (Same as **Visual Arts 255**.)

210a - MCSR, INS. Plant Physiology. Fall 2009. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Environmental Studies 210**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

212a - MCSR, INS. Genetics and Molecular Biology. Every fall. Jack R. Bateman.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, techniques of molecular biology, and human genetic variation. Laboratory sessions are scheduled.

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

213a - MCSR, INS. Neurobiology. Every fall. Hadley Wilson Horch.

Examines fundamental concepts in neurobiology from the molecular to the systems level. Topics include neuronal communication, gene regulation, morphology, neuronal development, axon guidance, mechanisms of neuronal plasticity, sensory systems, and the molecular basis of behavior and disease. Weekly lab sessions introduce a wide range of methods used to examine neurons and neuronal systems.

Prerequisite: One of the following: **Biology 102**, **104**, **105**, **109**, or **Psychology 251**.

214a - MCSR, INS. Comparative Physiology. Every spring. Patsy S. Dickinson.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

215a - MCSR, INS. Behavioral Ecology and Population Biology. Fall 2010. Nathaniel T. Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 215**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

216a - MCSR, INS. Evolution. Spring 2010. The Department.

Examines one of the most breathtaking ideas in the history of science—that all life on this planet descended from a common ancestor. An understanding of evolution illuminates every subject in biology, from molecular biology to ecology. Provides a broad overview of evolutionary ideas, including the modern theory of evolution by natural selection, evolution of sexual reproduction, patterns of speciation and macro-evolutionary change, evolution of sexual dimorphisms, selfish genetic elements, and kin selection. Laboratory sessions are devoted to semester-long, independent research projects.

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

217a - MCSR, INS. Developmental Biology. Every fall. William R. Jackman.

An examination of current concepts of embryonic development, with an emphasis on experimental design. Topics include cell fate specification, morphogenetic movements, cell signaling, differential gene expression and regulation, organogenesis, and the evolutionary context of model systems. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

218a - INS. Microbiology. Spring 2010. Anne E. McBride.

An examination of the structure and function of microorganisms, from viruses to bacteria to fungi, with an emphasis on molecular descriptions. Subjects covered include microbial structure, metabolism, and genetics. Control of microoganisms and environmental interactions are also discussed. Laboratory sessions every week. **Chemistry 225** is recommended.

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

219a - MCSR, INS. Biology of Marine Organisms. Every fall. Amy Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Environmental Studies 219**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

224a - MCSR, INS. Biochemistry and Cell Biology. Every spring. Bruce D. Kohorn.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. **Chemistry 225** is recommended. (Same as **Chemistry 231**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

225a - MCSR, INS. Community, Ecosystem, and Global Change Ecology. Fall 2009. John Lichter.

Community ecology is the study of dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities. Global change ecology examines how human activities alter communities and ecosystems and how these changes play out at the global scale. Topics include the creation and maintenance of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecological processes, the importance of biodiversity in ecosystem processes, and human influences on global biogeochemical cycles and climate change. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Current and classic scientific literature is discussed weekly. (Same as **Environmental Studies 225**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

232a - MCSR. Biochemistry. Every fall. Danielle H. Dube.

Focuses on the chemistry of living organisms. Topics include structure, conformation, and properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. (Same as **Chemistry 232**.)

Prerequisite: **Chemistry 226**.

253a. Neurophysiology. Fall 2009. Patsy S. Dickinson.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the physiology of individual nerve cells and their organization into larger functional units, the behavioral responses of animals to cues from the environment, and the neural mechanisms underlying such behaviors. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 102**, **104**, **105**, or **109**, and **Biology 213**, **214**, or **Psychology 218**.

254a - MCSR, INS. Biomechanics. Spring 2010. Amy S. Johnson.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of their tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment. Introductory physics and calculus are strongly recommended.

Prerequisite: **Biology 102, 104, 105**, or **109**, or one 100-level course in chemistry, geology, mathematics, or physics.

[**257a. Immunology**.]

[**258a. Ornithology**.]

263a - MCSR, INS. Laboratory in Molecular Biology and Biochemistry. Every spring. Peter J. Woodruff.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing, and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Chemistry 263**.)

Prerequisite: Previous credit or concurrent registration in **Biology 224** (same as **Chemistry 231**).

266a. Molecular Neurobiology. Every spring. Hadley Wilson Horch.

Examination of the molecular control of neuronal structure and function. Topics include the molecular basis of neuronal excitability, the factors involved in chemical and contact-mediated neuronal communication, and the complex molecular control of developing and regenerating nervous systems. Weekly laboratories complement lectures by covering a range of molecular and cellular techniques used in neurobiology and culminate in brief independent projects.

Prerequisite: **Biology 102, 104, 105**, or **109**, and one of the following: **Biology 212, 213, 224** (same as **Chemistry 231**), **253**, or **Psychology 218**.

274a - MCSR, INS. Marine Conservation Biology. Fall 2009. Damon Gannon.

Introduces key biological concepts that are essential for understanding conservation issues. Explores biodiversity in the world's major marine ecosystems; the mechanisms of biodiversity loss at the genetic, species, and ecosystem levels; and the properties of marine systems that pose unique conservation challenges. Investigates the theory and practice of marine biodiversity conservation, focusing on the interactions among ecology, economics, and public policy. Consists of lecture/discussion, lab, field trips, guest seminars by professionals working in the field, and student-selected case studies. (Same as **Environmental Studies 274**.)

Prerequisite: One of the following: **Biology 154** (same as **Environmental Studies 154**), **Biology 215** (same as **Environmental Studies 215**), **Biology 219** (same as **Environmental**

Studies 219), **Biology 225** (same as **Environmental Studies 225**), **Environmental Studies 101**, **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**), or permission of the instructor.

280a. Plant Responses to the Environment. Spring 2011. Barry A. Logan.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Environmental Studies 280**.)

Prerequisite: **Biology 210** or **225**, or permission of the instructor.

291a–294a. Intermediate Independent Study in Biology. The Department.

302a. Earth Climate History and Its Impacts on Ecosystems and Human Civilizations. Spring 2010. Philip Camill.

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use sediment and growth records (ocean, glacier, lake, coral, tree ring, and rodent middens) to assemble proxies for past changes in climate, atmospheric CO_2, and disturbance to examine several issues: long-term carbon cycling and climate, the rise of C4 photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on fire, climate-related collapses of human civilizations, and determining natural variability vs. human-caused climate change. Prior enrollment in a 200- or 300-level environmental studies or geology course is recommended. (Same as **Environmental Studies 302** and **Geology 302**.)

Prerequisite: One of the following: **Biology 102**, **104**, **105**, **109**, or **Geology 101**.

304a. Topics in Molecular Biology. Fall 2009. Anne E. McBride.

Seminar exploring the numerous roles of ribonucleic acid, from the discovery of RNA as a cellular messenger to the development of RNAs to treat disease. Topics covered also include RNA enzymes, interactions of RNA viruses with host cells, RNA tools in biotechnology, and RNA as a potential origin of life. Focuses on discussions of papers from the primary literature.

Prerequisite: **Biology 212**, **218**, **224** (same as **Chemistry 231**), or **232**, (same as **Chemistry 232**), or permission of the instructor.

307a. Evolutionary Developmental Biology. Spring 2010. William Jackman.

Advanced seminar investigating the synergistic but complex interface between the fields of developmental and evolutionary biology. Topics include the evolution of novel structures, developmental constraints to evolution, evolution of developmental gene regulation, and the generation of variation. Readings and discussions from the primary scientific literature.

Prerequisite: One of the following: **Biology 216**, **217**, **218**, **224** (same as **Chemistry 231**), **266**, or permission of the instructor.

314a. Advanced Genetics and Epigenetics. Spring 2010. Jack Bateman.

A seminar exploring the complex relationship between genotype and phenotype, with an emphasis on emerging studies of lesser-known mechanisms of inheritance and gene regulation. Topics include dosage compensation, parental imprinting, paramutation, random monoallelic expression, gene regulation by small RNAs, DNA elimination, copy number polymorphism, and prions. Reading and discussion of articles from the primary literature.

Prerequisite: **Biology 212**.

317a. Molecular Evolution. Every fall. Michael F. Palopoli.

The dynamics of evolutionary change at the molecular level are examined. Topics include neutral theory of molecular evolution, rates and patterns of change in nucleotide sequences and proteins, molecular phylogenetics, and genome evolution. Students read and discuss papers from the scientific literature, and complete independent projects in the laboratory.

Prerequisite: One of the following: **Biology 212**, **216**, **217**, **218**, or **224** (same as **Chemistry 231**), or permission of the instructor.

[**325a. Topics in Neuroscience**.]

[**327a. Global Change Ecology**. (Same as **Environmental Studies 327**.)]

329a. Neuronal Regeneration. Spring 2010. Hadley Wilson Horch.

The consequences of neuronal damage in humans, especially in the brain and spinal cord, are frequently devastating and permanent. Invertebrates, on the other hand, are often capable of complete functional regeneration. This course examines the varied responses to neuronal injury in a range of species. Topics include neuronal regeneration in planaria, insects, amphibians, and mammals. Students read and discuss original papers from the literature in an attempt to understand the basis of the radically different regenerative responses mounted by a variety of neuronal systems.

Prerequisite: One of the following: **Biology 212**, **213**, **217**, **224** (same as **Chemistry 231**), **253**, **266**, or **Psychology 275** or **276**, or permission of the instructor.

333a. Advanced Cell and Molecular Biology. Every fall. Bruce D. Kohorn.

An exploration of the multiple ways cells have evolved to transmit signals from their external environment to cause alterations in cell architecture, physiology, and gene expression. Examples are drawn from both single-cell and multi-cellular organisms, including bacteria, fungi, algae, land plants, insects, worms, and mammals. Emphasis is on the primary literature, with directed discussion and some background introductory remarks for each class.

Prerequisite: **Biology 224** (same as **Chemistry 231**) or permission of the instructor.

[**367a. Topics in Infectious Diseases**.]

394a. The Ecology and Environmental History of Merrymeeting Bay. Fall 2009. John Lichter.

Merrymeeting Bay, a globally rare, inland freshwater river delta and estuary that supports productive and diverse biological communities, is home to numerous rare and endangered species and is critical habitat for migratory and resident waterfowl, as well as anadromous fish. Explores the ecology and environmental history of Merrymeeting Bay in order to understand how its rare natural habitats might best be managed. Students participate in a thorough review of the scientific and historical literature related to Merrymeeting Bay, and help plan, conduct, and analyze a group study investigating some aspect of the ecology and/

or environmental history of the bay, with the intent of submitting a manuscript for publication in an appropriate scientific journal. (Same as **Environmental Studies 394**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**) or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

397a. Advanced Winter Field Ecology. Spring 2011. Nathaniel T. Wheelwright.

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in winter in Maine. Structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, evaluate readings from the primary literature, analyze data from field research projects, and present their results each week in a research seminar. Field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 397**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**) or **258** or permission of the instructor.

401a–404a. Advanced Independent Study and Honors in Biology. The Department.

Chemistry

Richard D. Broene, *Department Chair*
Jocelyn M. Lloyd, *Department Coordinator*

Professors: Richard D. Broene, Ronald L. Christensen, Jeffrey K. Nagle, Elizabeth A. Stemmler
Associate Professors: Dharni Vasudevan (Environmental Studies)
Assistant Professors: Danielle H. Dube (Biochemistry), Laura F. Voss
Visiting Faculty: Michael P. Danahy, Jennifer R. Krumper
Laboratory Instructors: Rene L. Bernier, Martha B. Black, Beverly G. DeCoster, Judith C. Foster, Colleen T. McKenna, Paulette M. Messier

Requirements for the Major in Chemistry

The required courses are **Chemistry 109**, **210**, **225**, **240**, **251**, **252**, and **205** or **226**; and any two upper-level electives, including **Chemistry 232** and courses at the 300 level or above. Students who have completed a rigorous secondary school chemistry course should begin with **Chemistry 109**. **Chemistry 101** is a course intended for students who have had limited preparation for college chemistry. First-year students must take the chemistry placement exam to ensure proper placement in **101**, **109**, or higher. In addition to these chemistry courses, chemistry majors also are required to take **Physics 103** and **104**, and **Mathematics 161** and **171**.

The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in the sciences, medicine, secondary school teaching, and many fields in the business world. The department offers programs based on the interests and goals of the student; therefore, a prospective major should discuss his or her plans with the department as soon as possible. Regardless of career goals, students are encouraged to develop their critical thinking and problem-solving skills by participating in a collaborative student-faculty research project (**Chemistry 291–294**, **401–404**, or summer research).

The department also offers an American Chemical Society-certified major in chemistry. The requirements for certification are met by taking advanced electives in chemistry—**Chemistry 232**, **310**, and **340**; two semesters of laboratory-based independent study; and **Mathematics 181**. Students interested in this certification program should consult with the department.

The department encourages its students to round out the chemistry major with relevant courses in other departments, depending on individual needs. These might include electives in other departments that provide extensive opportunities for writing and speaking, or courses concerned with technology and society. Students interested in providing a particular interdisciplinary emphasis to their chemistry major should consider additional courses in biology and biochemistry, computer science, economics, education, geology, mathematics, or physics.

Independent Study

Students may engage in independent study at the intermediate (**291–294**) or advanced (**401–404**) level.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, chemical physics, environmental studies, and geology and chemistry. See pages 81, 135, 209, and 212.

Requirements for the Minor in Chemistry

The minor consists of five chemistry courses at or above the 100 level. One AP chemistry credit may be counted as one of the five required chemistry courses. Biochemistry majors may not minor in chemistry.

Introductory, Intermediate, and Advanced Courses

[**50a - INS. Topics in Chemistry**.]

55a - INS. Science of Food and Wine. Fall 2009. Richard D. Broene and Barry A. Logan.

Methods of food and wine preparation and production emerged from essentially controlled scientific experiments, even if the techniques of cooking are often carried out without thought of the underlying physical processes at play. Considers the science behind food and wine using bread baking, cooking techniques, the role of microbes in our diet, and wine making and appreciation to explore the chemistry and biology that underlie our gastronomy. Molecular structures and complex interactions central to cooking and wine are examined in integrated laboratory exercises. Assumes no background in science. Not open to students who have credit for a chemistry course numbered **100** or higher. (Same as **Biology 55**.)

56a - MCSR, INS. Investigations: The Chemistry of Forensic Science. Spring 2010. Elizabeth A. Stemmler.

A study of scientific principles that underlie chemical, instrumental, and some biological techniques used in criminal investigations by forensic scientists. Focuses on understanding materials at an atomic or molecular level to learn how forensic chemistry is used to make qualitative and quantitative measurements key to forensic investigations. Makes use of case studies and the study of specific chemical, physical, and spectroscopic techniques used in forensic investigations. Assumes no background in science. Students will take part in three to four laboratory experiences. Not open to students who have credit for a chemistry course numbered **100** or higher.

57a - INS. Chemistry of Poisons. Fall 2009. Michael P. Danahy.

An examination of the structure and biological function of selected poisons and toxins. Topics include investigating the 3-D structure of molecules, how structure and function are related, and the chemistry and policy decisions involved in labeling something a "poison." Assumes no background in science. Not open to students who have credit for a chemistry course numbered **100** or higher.

58a - INS. Drug Discovery. Spring 2010. Danielle H. Dube.

The process of drug discovery of medicinal compounds has evolved over millennia, from the shaman's use of medicinal herbs to the highly evolved techniques of rational design and high-throughput screening used by today's pharmaceutical industry. Examines past and present approaches to drug discovery, with an emphasis on the natural world as a source of drugs, historical examples of drug discovery, and the experiments undertaken to validate a drug. Encourages students to take initial steps to identify novel therapeutics and to directly compare conventional versus herbal remedies in integrated laboratory exercises. Assumes no background in science. Not open to students who have credit for a chemistry course numbered **100** or higher.

101a - INS. Introductory Chemistry. Every fall. Jeffrey K. Nagle.

A first course in a two-semester introductory college chemistry program. An introduction to the states of matter and their properties, the mole concept and stoichiometry, and selected properties of the elements. Lectures, conferences, and four hours of laboratory work per week. *To ensure proper placement, students must take the chemistry placement examination prior to registering for **Chemistry 101**.*

105a - MCSR, INS. Perspectives in Environmental Science. Every spring. Spring 2010. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Environmental Studies 201**.)

Prerequisite: One 100-level or higher course in biology, chemistry, geology, or physics.

109a - INS. General Chemistry. Every fall and spring. Fall 2009. Ronald L. Christensen. Spring 2010. The Department.

Introduction to models of atomic structure, chemical bonding, and intermolecular forces; characterization of chemical systems at equilibrium and spontaneous processes; the rates of chemical reactions; and special topics. Lectures, review sessions, and four hours of laboratory work per week. *To ensure proper placement, students must take the chemistry placement examination prior to registering for **Chemistry 109**.*

Prerequisite: One year of high school chemistry with laboratory or **Chemistry 101**.

[**205a - INS. Environmental Chemistry**. (Same as **Environmental Studies 205** and **Geology 205**.)]

210a - MCSR, INS. Chemical Analysis. Every fall. Elizabeth A. Stemmler.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

225a. Organic Chemistry I. Every fall. Richard D. Broene, Michael P. Danahy, and Jennifer R. Krumper.

Introduction to the chemistry of the compounds of carbon. Describes bonding, conformations, and stereochemistry of small organic molecules. Reactions of hydrocarbons, alkyl halides, and alcohols are discussed. Kinetic and thermodynamic data are used to formulate reaction mechanisms. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

226a. Organic Chemistry II. Every spring. Richard D. Broene and Jennifer R. Krumper.

Continuation of the study of the compounds of carbon. Highlights the reactions of aromatic, carbonyl-containing, and amine functional groups. Mechanistic reasoning provides a basis for understanding these reactions. Skills for designing logical synthetic approaches to complex organic molecules are developed. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225**.

231a - MCSR, INS. Biochemistry and Cell Biology. Every spring. Bruce D. Kohorn.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. **Chemistry 225** is recommended. (Same as **Biology 224**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

232a - MCSR. Biochemistry. Every fall. Danielle H. Dube.

Focuses on the chemistry of living organisms. Topics include structure, conformation, and properties of the major classes of biomolecules (proteins, nucleic acids, carbohydrates, and lipids); enzyme mechanisms, kinetics, and regulation; metabolic transformations; energetics and metabolic control. (Same as **Biology 232**.)

Prerequisite: **Chemistry 226**.

240a - MCSR, INS. Inorganic Chemistry. Every spring. Jeffrey K. Nagle.

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109**.

251a - MCSR, INS. Physical Chemistry I. Every fall. Laura F. Voss.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical kinetics are related to molecular properties by means of statistical mechanics and the laws of thermodynamics. Lectures and four hours of laboratory work per week. **Mathematics 181** is recommended.

Prerequisite: **Chemistry 109**, **Mathematics 171**, and **Physics 104**, or permission of the instructor.

252a - MCSR, INS. Physical Chemistry II. Every spring. Ronald L. Christensen.

Development and principles of quantum mechanics with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy. Lectures and four hours of laboratory work per week. **Mathematics 181** is recommended.

Prerequisite: **Chemistry 109**, **Mathematics 171**, and **Physics 104**, or permission of the instructor.

Note: **Chemistry 251** is not a prerequisite for **Chemistry 252**.

263a - MCSR, INS. Laboratory in Molecular Biology and Biochemistry. Every spring. Peter J. Woodruff.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing, and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Biology 263**.)

Prerequisite: Previous credit or concurrent registration in **Biology 224** (same as **Chemistry 231**).

291a–294a. Intermediate Independent Study in Chemistry. The Department.

Laboratory or literature-based investigation of a topic in chemistry. Topics are determined by the student and a supervising faculty member. Designed for students who have not completed at least four of the 200-level courses required for the chemistry major.

305a. Environmental Fate of Organic Chemicals. Fall 2009. Dharni Vasudevan.

More than 100,000 synthetic chemicals are currently in daily use. In order to determine the risk posed to humans and ecosystems, we need to understand and anticipate the extent and routes of chemical exposure. Addresses the fate of organic chemicals following their intentional or unintentional release into the environment. Why do these chemicals either persist or break down, and how are they distributed between surface water, ground water, soil, sediments, biota, and air? Analysis of chemical structure is used to gain insight into molecular interactions that determine the various chemical transfer and transformation processes, while emphasizing the quantitative description of these processes. (Same as **Environmental Studies 305**.)

Prerequisite: **Chemistry 225**.

310a. Instrumental Analysis. Spring 2010. Elizabeth A. Stemmler.

Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Applications of instrumental techniques to the analysis of biological and environmental samples are covered. Lectures and two hours of laboratory work per week.

Prerequisite: **Chemistry 210** or permission of the instructor.

[**325a. Structure Determination in Organic Chemistry**.]

331a. Chemical Biology. Spring 2010. Danielle H. Dube.

The power of organic synthesis has had a tremendous impact on our understanding of biological systems. Examines case studies in which synthetically derived small molecules have been used as tools to tease out answers to questions of biological significance. Topics include synthetic strategies that have been used to make derivatives of the major classes of biomolecules (nucleic acids, proteins, carbohydrates, and lipids), and the experimental breakthroughs these molecules have enabled (e.g., polymerase-chain reaction, DNA sequencing, microarray technology). Emphasis is on current literature, experimental design, and critical review of manuscripts.

Prerequisite: **Chemistry 232** (same as **Biology 232**).

340a. Advanced Inorganic Chemistry. Fall 2009. Jeffrey K. Nagle.

Inorganic chemistry is incredibly diverse and wide-ranging in scope. Symmetry, spectroscopy, and quantum-based theories and computational methods are employed to gain insight into the molecular and electronic structures and reaction mechanisms of inorganic compounds. Examples from the current literature emphasized, including topics in inorganic photochemistry and biochemistry. **Chemistry 252** is recommended.

Prerequisite: **Chemistry 240** or permission of the instructor.

350a. Atmospheric Chemistry. Spring 2010. Laura Voss.

An in-depth study in the chemistry that affects atmospheric composition and global climate change. Topics include ozone depletion, tropospheric pollution, understanding past climates, and modern research techniques. (Same as **Environmental Studies 350**.)

Prerequisite: **Chemistry 109** and **Chemistry 251** or **Physics 229**, or permission of the instructor.

401a–404a. Advanced Independent Study and Honors in Chemistry. The Department.

Advanced version of **Chemistry 291–294**. Students are expected to demonstrate a higher level of ownership of their research problem and to have completed at least four of the 200-level courses required for the major.

Classics

Jennifer Clarke Kosak, *Department Chair*
Tammis L. Lareau, *Department Coordinator*

Professor: Barbara Weiden Boyd
Associate Professors: James A. Higginbotham, Jennifer Clarke Kosak
Assistant Professor: Robert B. Sobak
Visiting Faculty: Ryan Ricciardi

The Department of Classics offers three major programs: one with a focus on language and literature (Classics), one with a focus on classical archaeology (Classical Archaeology), and one that looks at the ancient world from multiple perspectives (Classical Studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three major programs: for all, requirements in Greek and/or Latin and in classical culture must be fulfilled. Courses in which a grade below C- is earned may not be used to fulfill the requirements for any of the programs offered by the department. Courses taken with the Credit/D/Fail grading option also may not be used to fulfill the requirements for any of the programs offered by the department.

Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of Greek and Latin courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level. Of the remaining courses, one should be chosen from **Archaeology 101** or **102**, one should be chosen from **Classics 101** or **102**, and one should be chosen from **Classics 211** or **212**. Of the courses a student wishes to count towards the major, at least one at the 300 level should be taken during the senior year. Students concentrating in one of the languages are encouraged to take at least two courses in the other. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Research seminars may include **Archaeology 303**, **Archaeology 304**, **Classics 305**, **Greek 391–392**, **Latin 310**.

Classical Archaeology

Within the broader context of classical studies, the classical archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

Requirements for the Major in Classical Archaeology

The major in classical archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101**, **102**, and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Research seminars may include **Archaeology 303**, **Archaeology 304**, **Classics 305**, **Greek 391–392**, **Latin 310**.

Classical Studies

The classical studies major provides a useful foundation for students who seek a multidisciplinary view of the ancient world. The major combines coursework in an ancient language (Greek or Latin) with courses that explore the culture, history, and traditions of the ancient Mediterranean.

Requirements for the Major in Classical Studies

The major in classical studies consists of ten courses. At least eight courses must be selected from within the department. A minimum of two courses should be elected in a single ancient language (Greek or Latin). The appropriate level depends on the student's preparation and is determined by the department. The remaining classes should include **Classics 101**, **102**, **211**, and **212**, at least one course in classical archaeology; at least one and not more than two classes outside the Department of Classics and chosen from the following (or from other appropriate offerings in these disciplines, with classics department approval): **Anthropology 102** or **221**; **Art History 213** or **215**; **Government 240**; **Philosophy 111**; **Religion 215** or **216**; **English/Theater 106**; and at least two advanced courses in the department at the 300 level, one of which must be a designated research seminar. As a capstone to this major, a research seminar taken in the junior or senior year is required; a research seminar is one in which a substantial research project is undertaken and successfully completed. Research seminars may include **Archaeology 303**, **Archaeology 304**, **Classics 305**, **Greek 391–392**, **Latin 310**.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 209.

Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek:* Five courses in the department, including at least four in the Greek language;
2. *Latin:* Five courses in the department, including at least four in the Latin language;
3. *Classics:* Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or **Latin 205** or **206**;
4. *Archaeology:* Six courses in the department, including either **Archaeology 101** or **102**, one archaeology course at the 300 level, and two other archaeology courses;
5. *Classical Studies* (Greek or Roman): Six courses, including:
    a. *—for the Greek studies concentration:* two courses in the Greek language; **Archaeology 101**; one of the following: **Classics 17** (or any other appropriate first-year seminar), **Classics 101**, **102**, or **211**; or **Philosophy 111**; or **Government 240**; and two of the following: **Archaeology 203** or any 300-level archaeology course focusing primarily on Greek material; **Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.
    b. *—for the Roman studies concentration:* two courses in the Latin language; **Archaeology 102**; one of the following: **Classics 16** (or any other appropriate first-year seminar), **Classics 101**, **102**, or **212**; or **Philosophy 111**; or **Government 240**; and two of the following: **Archaeology 204** or any 300-level archaeology course focusing primarily on Roman material; or **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the classics department.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students majoring in classics and classical archaeology can study in the junior year (see page 50). It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

ARCHAEOLOGY

Archaeology 101 and **102** are offered in alternate years.

101c. Introduction to Greek Art and Archaeology. Fall 2009. Ryan Ricciardi.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art History 209**.)

102c. Introduction to Roman Archaeology. Fall 2010. Ryan Ricciardi.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art History 210**.)

201c. Archaeology of the Hellenistic World. Spring 2010. Ryan Ricciardi.

Examines the reign and legacy of Alexander the Great, as evidenced in the archaeological record. From his accession to the throne of Macedonia in 336 b.c., until his untimely death in 323 b.c., Alexander extended the boundaries of the Greek world from the Balkans to Egypt, Mesopotamia, and Asia as far as the Indus River. Covers the dramatic developments in sculpture, painting, architecture, and the minor arts in the cosmopolitan Greek world from the time of Alexander the Great until the advent of Rome in the first century b.c. Assigned readings supplement illustrated presentations of the major monuments and artifact sessions in the Bowdoin College Museum of Art.

[**207c - IP. Who Owns the Past? The Roles of Museums in Preserving and Presenting Culture**. (Same as **Anthropology 205**.)]

[**208c - IP. The Archaeology of Troy**.]

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include the Greek Bronze Age, Etruscan art and archaeology, Greek and Roman numismatics, and Pompeii and the cities of Vesuvius. The 300-level courses currently scheduled are:

[**302c. Ancient Numismatics**.]

303c. Ancient Art in the Making. Spring 2010. James Higginbotham.

Examines the processes used in the creation of ancient Mediterranean art. Using artifacts housed in the collections of the Bowdoin College Museum of Art, explores the techniques and materials involved in the production of sculpture, painting, mosaics, pottery, glass, jewelry, and coins. Important themes include the identity and status of artists, cross-cultural influences, technical innovations, and the varied contexts in which artifacts are found. Student research connects the work of ancient artists to the practice of their modern counterparts by study visits to local workshops.

Prerequisite: **Archaeology 101** or **102**, or **Art History 100** or **101**.

304c. Pompeii and the Cities of Vesuvius. Fall 2009. Ryan Ricciardi.

The archaeological record of Pompeii and the neighboring towns of the Bay of Naples is unique in the range and completeness of its testimony about domestic, economic, religious, social, and political life in the first century A.D. Examines archaeological, literary, and documentary material ranging from architecture and sculpture to wall painting, graffiti, and the floral remains of ancient gardens, but focuses on interpreting the archaeological record for insight into the everyday life of the Romans. Archaeological materials are introduced through illustrated presentations and supplementary texts.

Prerequisite: **Archaeology 101** or **102**, or permission of the instructor.

[**310c - IP. Urban Development, Suburban Space: The Archaeology of the Campus Martius**.]

CLASSICS

First-Year Seminar

For a full description of first-year seminars, see pages 149–60.

11c. Shame, Honor, and Responsibility. Fall 2009. Jennifer Clarke Kosak.

[**16c. Cultural Connections in the Ancient Mediterranean**.]

[**17c. The Heroic Age: Ancient Supermen and Wonder Women**.]

Introductory, Intermediate, and Advanced Courses

Classics 101 and **102** are offered in alternate years.

101c - ESD, IP. Classical Mythology. Spring 2010. Jennifer Clarke Kosak.

Focuses on the mythology of the Greeks and the use of myth in classical literature. Other topics considered are recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the *Metamorphoses*.

102c - ESD, IP. Introduction to Ancient Greek Culture. Spring 2011. The Department.

Introduces students to the study of the literature and culture of ancient Greece. Examines different Greek responses to issues such as religion and the role of gods in human existence, heroism, the natural world, the individual and society, and competition. Considers forms of Greek rationalism, the flourishing of various literary and artistic media, Greek experimentation with different political systems, and concepts of Hellenism and barbarism. Investigates not only what we do and do not know about ancient Greece, but also the types of evidence and methodologies with which we construct this knowledge. Evidence is drawn primarily from the works of authors such as Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, Plato, and Hippocrates, but attention is also given to documentary and artistic sources. All readings are done in translation.

211c - ESD. History of Ancient Greece: Bronze Age to the Death of Alexander. Fall 2009. Robert Sobak.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.E.) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world.

Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek "science," philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **History 201**.)

212c. Ancient Rome. Every other spring. Spring 2011. Robert Sobak.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multi-culturalism. Introduces different types of sources—literary, epigraphical, archaeological, etc.—for use as historical documents. (Same as **History 202**.)

[**222c - ESD, IP. Artisans, Artistry, and Manual Labor in Ancient Greece**.]

[**224c - ESD, IP. City and Country in Roman Culture**. (Same as **History 214**.)]

[**232c - ESD. Ancient Greek Theater**.]

241c - IP. The Transformations of Ovid. Fall 2009. Barbara Weiden Boyd.

"Transformation" is both a translation of the title of Ovid's greatest work, the *Metamorphoses*, the theme of which is mythical transformation, and a term that can be aptly applied as well to the life and work of Ovid, whose wildly successful social and literary career was radically transformed in 8 A.D. by Augustus's decree of exile, from which Ovid was never to return. The work "transformation" also captures the essence of Ovid's literary afterlife, during which his work has taken on new incarnations in the creative responses of novelists, poets, dramatists, artists, and composers. Begins with an overview of Ovid's poetry; culminates in a careful reading and discussion of the formal elements and central themes of the *Metamorphoses*. Also examines Ovid's afterlife, with special attention paid to his intertextual presence in the works of Shakespeare, Franz Kafka, Joseph Brodsky, Ted Hughes, Cristoph Ransmayr, Antonio Tabucchi, David Malouf, and Mary Zimmerman. All readings in English.

305c. Leisure, Class, and "The Liberal Arts" in Ancient Greece. Spring 2010. Robert Sobak.

As a student, here you are with the time, the means, and the motivation to devote four years of your life to a non-vocational curriculum at a distinctively American institution: the "liberal arts" college. Just as the English words "school" and "scholar" derive from the Greek word for "leisure," so too do many of our own ideas about what constitute a "liberal arts" education derive from a particular place and moment in time: ancient Greece. Examines not only a wide variety of idealistic prescriptions for educational practice by writers such as Plato, Xenophon and Aristotle, but also the historical context within which such ideals were born. Confronts, among other things, questions of time, socio-economic status, political ideology, and intellectualism—issues that have as much importance today as they did 2,500 years ago.

Prerequisite: One 100- or 200-level course in classics, or permission of the instructor.

[**312c. Ancient Greek Medicine**.]

GREEK

101c. Elementary Greek I. Fall 2009. Jennifer Clarke Kosak.

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect.

102c. Elementary Greek II. Spring 2010. Jennifer Clarke Kosak.

A continuation of **Greek 101**; introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect.

203c. Intermediate Greek for Reading. Every fall. Fall 2009. Robert Sobak.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose and sometimes poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Greek 102** or two to three years of high school Greek is required.

204c - IP. Homer. Every spring. Spring 2010. Barbara Weiden Boyd.

An introduction to the poetry of Homer. Focuses both on reading and on interpreting Homeric epic.

At least one advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Greek lyric and elegiac poetry; Homer's *Odyssey;* Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Aristophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era. The 300-level course to be offered in 2009–20010 is to be determined by consultation with Professor Kosak.

391c–392c. Special Topics in Greek. Spring 2010. Robert Sobak.

LATIN

101c. Elementary Latin I. Every fall. Fall 2009. Ryan Ricciardi.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

102c. Elementary Latin II. Every spring. Spring 2010. Ryan Ricciardi.

A continuation of **Latin 101**. During this term, readings are based on unaltered passages of classical Latin.

203c. Intermediate Latin for Reading. Every fall. Fall 2009. Barbara Weiden Boyd.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Latin 102** or two to three years of high school Latin is required.

204c - IP. Studies in Latin Literature. Every spring. Spring 2010. Robert Sobak.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History*, or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of **Latin 203** or three to four years of high school Latin is required.

Latin 205 and **206** are offered in alternate years.

205c. Latin Prose. Every other year. Fall 2010. The Department.

An introduction to the content, genres, and style of the greatest writers of Latin prose (including speeches, rhetorical and philosophical works, and historical texts). Authors to be read may include Cicero, Sallust, Livy, Tacitus, or Suetonius. Equivalent of **Latin 204** or four or more years of high school Latin is required.

206c. Roman Comedy. Every other year. Fall 2009. Jennifer Clarke Kosak.

An introduction to the earliest complete texts that survive from Latin antiquity, the plays of Plautus and Terence. One or two plays are read in Latin, and several others in English translation. Students are introduced to modern scholarship on the history and interpretation of Roman theater. Equivalent of **Latin 204** or four or more years of high school Latin is required.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses;* Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics;* Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses currently scheduled are:

301c - IP. Livy. Fall 2009. Barbara Weiden Boyd.

Historian Titus Livius (Livy, c. 59 B.C.E.–17 C.E.) is our single most important source for the history of Rome from its beginnings until the age of Augustus. His prose history in 142 books (of which approximately thirty-five survive) provides rich insight into Rome's creation of its identity as a world empire, as well as detailed analysis of the personalities, events, and social and political changes that shaped the ancient Mediterranean world. Focuses on the close reading of one book of Livy's historical narrative and develops a working definition of ancient historiography through readings of modern studies of Livy's work. Weekly reading of Livy's Latin text complemented and supported by weekly exercises in Latin prose composition.

[303c. Augustine.]

[305c - IP. Virgil.]

[309c - IP. Tacitus.]

310c - IP. Catullus. Spring 2010. Barbara Weiden Boyd.

The intimacy and immediacy of Catullan lyric and elegiac poetry have often been thought to transcend time and history; in his descriptions of a soul tormented by warring emotions, Catullus appears to speak to and for all who have felt love, desire, hatred, or despair. But Catullus is a *Roman* poet—indeed, a Roman poet *par excellence*, under whose guidance the poetic tools once wielded by the Greeks were once and for all appropriated in and adapted to the literary and social ferment of first century B.C.E. Rome. Close reading of the entire Catullan corpus in Latin complemented by discussion and analysis of contemporary studies of Catullus' work, focusing on constructions of gender and sexuality in Roman poetry, the political contexts for Catullus's work, and Catullus in Roman intellectual and cultural history.

[**312c - IP. Roman Tragedy**.]

Independent Study in Archaeology, Classics, Greek, and Latin.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Computer Science

Stephen M. Majercik, *Department Chair*
Suzanne M. Theberge, *Senior Department Coordinator*

Associate Professors: Eric L. Chown, Stephen M. Majercik, Laura I. Toma
Assistant Professor: Adriana Palacio

The major in computer science is designed to introduce students to the two fundamental questions of the discipline: What computational tasks is a computer capable of doing? How can we design, analyze, and implement efficient algorithms to solve large, complex problems? Thus, the discipline requires thinking in both abstract and concrete terms and the major provides an opportunity for students to develop the analytical skills necessary for efficient algorithm design as well as the practical skills necessary for the implementation of those algorithms. The range of problems that can be attacked using the techniques of computer science spans many disciplines, and computer scientists often become proficient in other areas. Examples of problems that students can study in the department include cryptography and network security, geographic information systems, robotics, artificial intelligence in computer games, and planning under uncertainty. The computer science major can serve as preparation for graduate study in computer science as well as careers in teaching, research, and industry (such as financial services and Internet-related businesses).

Requirements for the Major in Computer Science

The major consists of eight computer science courses and three mathematics courses. The computer science portion of the major consists of an introductory course, **Computer Science 101**; four intermediate "core" courses (**Computer Science 210**, **231**, **270**, and **289**); two 300-level elective courses; and a third elective that may be satisfied by any remaining course numbered **260** or higher, or an independent study. The mathematics portion of the major consists of **Mathematics 161**, or the equivalent; **Mathematics 200**; and another mathematics course numbered **165** or higher. Prospective majors should take **Computer Science 210** and **Mathematics 200** as soon as possible after **Computer Science 101**, since one or both of these courses are prerequisites for all other computer science courses.

Students, particularly those who intend to do graduate work in computer science or a related field, are encouraged to collaborate with faculty on research projects through independent studies, honors projects, and fellowship-funded summer research.

Computer science shares interests with a number of other disciplines, e.g. probability and statistics in mathematics, logic in philosophy, and cognition in psychology. In addition, computers are increasingly being used as a tool in other disciplines, including the social sciences and the humanities as well as the natural sciences. The department encourages students to explore these relationships; courses that may be of particular interest include **Mathematics 165**, **201**, **204** (formerly **Mathematics 174**), **225**, and **265**; **Music 218**; **Philosophy 210**, **223**, and **233**; **Psychology 216** and **270**; and **Visual Arts 255**.

Requirements for the Minor in Computer Science

The minor consists of five courses: a 100-level computer science course or the equivalent, **Computer Science 210**, and any three additional computer science courses at the 200 level or above.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See page 209.

Fulfilling Requirements

To fulfill the major or minor requirements, or to serve as a prerequisite for another computer science course, a grade of C- or better must be earned in a course. Courses taken with the Credit/D/Fail grading option may not be used to fulfill major or minor requirements.

Introductory Courses

[**50a - MCSR. Computing: Tools and Issues.**]

101a - MCSR. Introduction to Computer Science. Every semester. The Department.

What is computer science, what are its applications in other disciplines, and what is its impact in society? A step-by-step introduction to the art of problem solving using the computer and the Java language. Provides a broad introduction to computer science and programming through real-life applications. Weekly labs provide experiments with the concepts presented in class. Assumes no prior knowledge of computers or programming.

Intermediate and Advanced Courses

210a - MCSR. Data Structures. Every semester. Laura Toma.

Solving complex algorithmic problems requires the use of appropriate data structures such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also requires the ability to measure the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. Offers a study of data structures, their efficiency, and their use in solving computational problems. Laboratory exercises provide an opportunity to design and implement these structures. Students interested in taking

Computer Science 210 are required to pass the computer science placement examination before class starts.

Prerequisite: **Computer Science 101** or permission of the instructor.

231a - MCSR. Algorithms. Every fall. Laura Toma.

An introductory course on the design and analysis of algorithms building on concepts from **Computer Science 210**. Introduces a number of basic algorithms for a variety of problems such as searching, sorting, selection, and graph problems (e.g., spanning trees and shortest paths). Discusses analysis techniques, such as recurrences and amortization, as well as algorithm design paradigms such as divide-and-conquer, dynamic programming, and greedy algorithms.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

[**250a - MCSR. Principles of Programming Languages**.]

[**260a - MCSR. Software Design**.]

270a - MCSR. Artificial Intelligence. Fall 2009. Stephen Majercik.

Explores the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, reinforcement learning, neural networks, and other approaches are applied to a variety of problems with an emphasis on agent-based approaches.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

[**280a. Projects in Computer Science**.]

289a - MCSR. Theory of Computation. Every spring. Adriana Palacio.

Studies the nature of computation and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems.

Prerequisite: **Mathematics 200** or permission of the instructor.

291a–294a. Intermediate Independent Study in Computer Science. The Department.

320a. Robotics. Fall 2009. Eric Chown.

Robotics is a challenging discipline that encourages students to apply theoretical ideas from a number of different areas — artificial intelligence, cognitive science, operations research — in pursuit of an exciting, practical application: programming robots to do useful tasks. Two of the biggest challenges are building effective models of the world using inaccurate and limited sensors, and using such models for efficient robotic planning and control. Addresses these problems from both a theoretical perspective (computational complexity and algorithm development) and a practical perspective (systems and human/robot interaction) through multiple programming projects involving simulated and actual robots.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

[**325a. Modern Cryptography**.]

330a. Computer Graphics. Spring 2010. Adriana Palacio.

An introduction to computer graphics hardware, algorithms, and software. Covers the fundamentals of rendering and modeling. Focuses on real-time applications using OpenGL.

Topics include line generators, affine transformations, line and polygon clipping, splines, interactive techniques, perspective projection, solid modeling, hidden surface algorithms, lighting models, shading, and animation.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

340a. Spatial Data Structures. Spring 2010. Laura Toma.

In many disciplines the data being collected is spatial, that is, it has geometric coordinates. Computing on spatial data is a fast-moving area of research in computer science with applications, ranging from robotics and computer graphics to environmental science, physics (finite-element analysis), engineering (computer-aided design), and biology (bioinformatics). Explores fundamental data structures on spatial data, such as the B-tree, quad-tree, kd-tree, range tree, BSP tree, R-tree; and how they can be used to address basic problems like range and containment queries, nearest neighbor queries, segment intersection, point location, ray tracing, and visibility. Discusses the data structures from a theory and practical point of view, emphasizing the underlying paradigms, the trade-offs (time-space, theory-practice), and the CPU, and IO performance.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

350a. A Computing Perspective of GIS. Spring 2011. Laura Toma.

Geographic Information Systems (GIS) are computer systems for storing, displaying and analyzing geographically referenced, or geospatial, data. Using GIS one can keep track of the location of objects such as boundaries, rivers, roads, cities, railways; determine the closest public hospital; find the areas susceptible to flooding or erosion; track the position of a car on a map; or find the shortest route from one location to another. For computer scientists, GIS is a rich source of problems spanning from theory and algorithm engineering, to databases, networks, and systems. Gives a computing perspective of GIS, and presents the basic problems encountered in designing GIS: data models, representation, basic algorithms and algorithm optimization.

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

355a. Cognitive Architecture. Fall 2010. Eric Chown.

Advances in computer science, psychology, and neuroscience have shown that humans process information in ways that are very different from those used by computers. Explores the architecture and mechanisms that the human brain uses to process information. In many cases, these mechanisms are contrasted with their counterparts in traditional computer design. A central focus is to discern when the human cognitive architecture works well, when it performs poorly, and why. Conceptually oriented, drawing ideas from computer science, psychology, and neuroscience. No programming experience necessary.

Prerequisite: One of the following: **Computer Science 231** or **250**, **Biology 214** or **253**, or **Psychology 270**, or permission of the instructor.

360a. Computer and Network Security. Fall 2009. Adriana Palacio.

Covers the fundamental concepts and techniques used to ensure secure computing and communication. Topics include cryptographic protocols, code security and exploitation (buffer overflows, race conditions, SQL injection, etc.), access control and authentication, covert channels, protocol attacks, firewalls, intrusion detection/prevention, viruses/worms and bots, spyware and phishing, denial-of-service, privacy/anonymity, and computer forensics. Provides an appreciation of the fundamental challenges in designing and implementing secure systems as well as an understanding of the base technologies and threats in today's interconnected environment.

Prerequisite: **Computer Science 210** or permission of the instructor.

375a. **Optimization and Uncertainty**. Spring 2010. Stephen Majercik.

Optimization problems and the need to cope with uncertainty arise frequently in the real world. A numeric framework, rather than the symbolic one of traditional artificial intelligence, is useful for expressing such problems. In addition to providing a way of dealing with uncertainty, this approach sometimes permits performance guarantees for algorithms. Topics include constraint satisfaction, systematic and non-systematic search techniques, probabilistic inference and planning, and population-based optimization techniques (e.g., genetic algorithms and ant colony optimization).

Prerequisite: **Computer Science 210** and **Mathematics 200**, or permission of the instructor.

380a. **Artificial Intelligence and Computer Games**. Spring 2012. Stephen Majercik.

Computer games are becoming an increasingly utilized test-bed for the development of new techniques in certain areas of artificial intelligence (AI) research (knowledge representation; search; planning, reasoning, and learning under uncertainty). At the same time, AI techniques are becoming increasingly necessary in commercial computer games to provide interesting and realistic synthetic characters. Explores that symbiosis by studying a subset of relevant AI techniques, using those techniques to create AI-endowed characters, and testing the characters in actual computer games.

Prerequisite: **Computer Science 210** or permission of the instructor.

401a–404a. **Advanced Independent Study and Honors in Computer Science**. The Department.

Economics

Rachel Ex Connelly, *Department Chair*
Elizabeth Weston, *Department Coordinator*

Professors: Rachel Ex Connelly, Deborah S. DeGraff†, John M. Fitzgerald, Jonathan P. Goldstein, David J. Vail
Associate Professors: Gregory P. DeCoster, Guillermo Herrera, B. Zorina Khan
Assistant Professors: Paola Boel, Julian P. Diaz†, Joon-Suk Lee, Stephen J. Meardon
Instructor: Yao Tang

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include Third World economic development, the functioning of economic institutions (e.g., financial markets, labor markets, corporations, government agencies), and current policy issues (e.g., the federal budget, poverty, the environment, globalization, deregulation). The major is a useful preparation for graduate study in economics, law, business, finance or public administration.

Requirements for the Major in Economics

The major consists of three core courses (**Economics 255**, **256**, and **257**), two advanced topics courses numbered in the 300s, at least one of which must be designated as a seminar, and two additional courses in economics numbered **200** or higher. Only one of **Economics 260** and **360** may be counted toward the economics major. Because **Economics 101** is a prerequisite for **Economics 102**, and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Note that **Economics 255** is a prerequisite to **Economics 256**. Advanced topics courses normally have some combination of **Economics 255**, **256**, and **257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C- or better must be earned in a course. Courses required for the major must be taken on a graded basis.

All prospective majors and minors are required to complete **Mathematics 161**, or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 201**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316**. The **Economics 257** requirement is waived for students who complete **Mathematics 265** and **Economics 316**. Students should consult the Department of Economics about other mathematics courses that are essential for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See page 212.

Requirements for the Minor in Economics

The minor consists of **Economics 255**, and any two additional courses numbered **200** or higher. Only one of **Economics 260** and **360** may be counted toward the economics minor. To fulfill the minor requirements or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course. Courses required for the minor must be taken on a graded basis.

Requirements for the Minor in Economics and Finance

The minor in Economics consists of **Economics 255**, **260**, and **360**, and one additional course at the 200 or 300 level selected from among **Economics 209**, **216**, **238**, **256**, **257**, **302**, and **355**. Since **Economics 255** is a prerequisite for **Economics 360** and other upper-level economics courses, prospective minors are encouraged to complete **255** by the end of their sophomore year. To fulfill the minor requirements or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course. Courses required for the minor must be taken on a graded basis.

Economics majors cannot also minor in Economics and Finance. Economics majors who complete the requirements for this minor will be provided language by the department to enable them to indicate that they have done so.

Introductory, Intermediate, and Advanced Courses

100b. Introduction to the Economy. Spring 2010. Gregory P. DeCoster.

A non-technical introduction to the operation of modern capitalist economies, with a focus on the United States. Emphasizes use of a small number of fundamental concepts to clarify how economies function and to provide a foundation for informed evaluation of contemporary economic debates. Topics include incentives, decision-making, markets as a means of allocating resources, characteristics of market allocation, measures and history of U.S. economic performance, structure and function of the financial system, sources of economic growth, and business cycles. Periodic discussions of the role of government in the economy. Seeks to provide a level of economic literacy adequate to understanding debates as conducted in the popular press. Intended for students not planning to major in economics. Not open to students who have credit for **Economics 101** or **102**. Does not satisfy the prerequisite for any other course in economics.

101b - MCSR. Principles of Microeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102**.

102b - MCSR. Principles of Macroeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101**.

208b - MCSR. American Economic History. Fall 2010 or Spring 2011. B. Zorina Khan.

Examines the development of institutions from the colonial period to the rise of the modern corporation in order to understand the sources of economic growth in the United States. Topics include early industrialization, technological change, transportation, capital markets, entrepreneurship and labor markets, and legal institutions. Not open to students who have credit for **Economics 238** or **348**.

Prerequisite: **Economics 101** and **102**.

209b. Money and Banking. Fall 2010 or Spring 2011. Paola Boel.

Introduction to the principles of money and banking. Closely examines the tools of monetary policy, as well as the determination of short- and long-term interest rates and exchange rates. Discusses the institutional structure of central banking and of financial intermediation in the American economy.

Prerequisite: **Economics 101** and **102**.

210b - MCSR. Economics of the Public Sector. Spring 2011. John M. Fitzgerald.

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, healthcare, social security, and incidence and behavioral effects of taxation. Not open to students who have credit for **Economics 310**.

Prerequisite: **Economics 101**.

211b - MCSR. Poverty and Redistribution. Spring 2010. John M. Fitzgerald.

Examines the causes and consequences of poverty and inequality in the United States and analyzes policy responses. Topics include social welfare theory, poverty measurement, discrimination, rising wage inequality, the working poor, and consequences of poverty for families and subsequent generations. Substantial focus on benefit-cost analysis and experimental and non-experimental evaluations of current policy, including welfare reform, education and training, and employment programs. Makes limited use of comparisons to other countries.

Prerequisite: **Economics 101**.

Note: This course counts toward the major and minor in gender and women's studies.

212b - MCSR. Labor and Human Resource Economics. Spring 2010. Rachel Ex Connelly.

A study of labor market supply and demand, with special emphasis on human resource policies, human capital formation, and wage inequality.

Prerequisite: **Economics 101**.

Note: This course counts toward the major and minor in gender and women's studies.

213b. History of Economic Thought. Fall 2010 or Spring 2011. Stephen Meardon.

A historical study of insights and methods of inquiry into the functions of markets and the role of government in shaping them. Readings include the original works of economic thinkers from the eighteenth to twentieth centuries, including Adam Smith, David Ricardo, Henry Carey, Karl Marx, Henry George, Thorstein Veblen, and John Maynard Keynes, among others. Different historiographical approaches are employed, including examination of the problems motivating past thinkers as well as the relevance of their ideas to modern economics.

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

216b - MCSR. Industrial Organization. Fall 2010. Joon-Suk Lee.

A study of the organization of firms, their strategic interaction and the role of information in competitive markets, and related policy issues such as antitrust. Introduces basic game-theoretic tools commonly used in models of industrial organization. Features industry sector analyses, antitrust cases, and classroom applications.

Prerequisite: **Economics 101** or permission of the instructor.

[**218b - MCSR. Environmental Economics and Policy**. (Same as **Environmental Studies 218**.)]

221b - MCSR. Marxian Political Economy. Fall 2011. Jonathan P. Goldstein.

An alternative (heterodox) analysis of a capitalist market economy rooted in Marx's methodological framework, which focuses on the interconnected role played by market relations, class/power relations, exploitation and internal tendencies towards growth, crisis, and qualitative change. Students are introduced to the Marxian method and economic theory through a reading of Volume I of *Capital*. Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with an emphasis on the secular and cyclical instability of the economy, changing institutional structures and their ability to promote growth, labor market issues, globalization, and the decline of the Soviet Union.

Prerequisite: **Economics 100** or **101**, or permission of the instructor.

[223b - MCSR. Africa's Economic Prospects: Globalization and Economic Institutions.]

[225b. The Economy of Latin America. (Same as **Latin American Studies 235**.)]

226b - IP. Political Economy of Pan-Americanism. Fall 2009. Stephen Meardon.

Examines programs for economic and political integration of the Americas from the early nineteenth century to the present. Surveys the material and ideological motives for Pan-Americanism from the Congress of Panama (1826) to the Organization of American States (1948), the draft of a Free Trade Area of the Americas (2001), and beyond. Different forms of integration are evaluated in light of historical consequences and economic ideas. (Same as **Latin American Studies 226**.)

Prerequisite: **Economics 101**.

227b - MCSR, IP. Human Resources and Economic Development. Fall 2010 or Spring 2011. Deborah S. DeGraff.

An analysis of human resource issues in the context of developing countries. Topics include the composition of the labor force by age and gender, productivity of the labor force, unemployment and informal sector employment, child labor and the health and schooling of children, and the effects of structural adjustment policies and other policy interventions on the development and utilization of human resources. Examples from selected African, Asian, and Latin American countries are integrated throughout and the interaction of sociocultural environments with economic forces is considered.

Prerequisite: **Economics 101**.

228b - MCSR. Natural Resource Economics and Policy. Fall 2009. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (such as minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political, and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Environmental Studies 228**.)

Prerequisite: **Economics 101**.

231b - MCSR. Economics of the Life Cycle. Fall 2010 or Spring 2011. Rachel Ex Connelly.

A study of economic issues that occur at each age such as economics of education, career choice, marriage (and divorce), fertility, division of labor in the household, child care, glass ceilings, poverty and wealth, healthcare, elder care, and retirement. Considers age-relevant economic models, the empirical work that informs understanding, and the policy questions that emerge at each age lifecycle stage. Differences in experience based on race, gender, sexuality, income level, and national origin are an important component for discussion. Not open to students who have credit for **Economics 301**. (Same as **Gender and Women's Studies 231**.)

Prerequisite: **Economics 101**.

238b - MCSR. Economic History of American Enterprise. Spring 2010. B. Zorina Khan.

Considers the history of American enterprise over the past two centuries. First examines key issues in the economics of the firm, entrepreneurship, and innovation during the nineteenth century (the period of the second industrial revolution). Then addresses these issues from a more recent perspective (the so-called third industrial revolution). Assesses what lessons for the twenty-first century can be learned from an examination of the development of enterprise since the nineteenth century; and analyzes the extent to which today's "New Economy" raises novel questions for economic theory and its applications. Not open to students who have credit for **Economics 208** or **Economics 348**.

Prerequisite: **Economics 101** and **102**.

255b - MCSR. Microeconomics. Every semester. The Department.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisite: **Economics 101**, **102**, and **Mathematics 161** or the equivalent.

256b - MCSR. Macroeconomics. Every semester. The Department.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisite: **Economics 101**, **102**, **255**, and **Mathematics 161** or the equivalent.

257b - MCSR. Economic Statistics. Every semester. The Department.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed. Students who have taken **Mathematics 265** are encouraged to take **Economics 316** instead of this course.

Prerequisite: **Economics 101**, **102**, and **Mathematics 161** or the equivalent.

260b - MCSR. Finance I. Fall 2009. Gregory P. DeCoster.

As the first in a two-course sequence (Finance I and II—**Economics 260** and **360**), provides a thorough exposure to the fundamental concepts involved in corporate financial decision-making, investment analysis, and portfolio management. In addition, presents the financial accounting principles and practices necessary to understand and utilize corporate financial statements as inputs to decision-making and valuation exercises. Topics include functions and structure of the financial system; overview of valuation—measures of return and risk, and discounted cash-flow analysis; sources of financial information—basic accounting concepts, balance sheet, income statement, statement of cash-flows, and financial ratios; portfolio theory, the capital asset pricing model, and efficient markets theory; corporate decision-making, the cost of capital, capital budgeting, and capital structure. **Mathematics 161** is recommended.

Prerequisite: **Economics 101** and **102**.

[**277 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration**. (Same as **Asian Studies 269** and **Gender and Women's Studies 277**.)]

291b–294b. Intermediate Independent Study in Economics. THE DEPARTMENT.

Courses numbered higher than **300** are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to eighteen students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

301b. The Economics of the Family. Fall 2010 or Spring 2011. RACHEL EX CONNELLY.

Seminar. Microeconomic analysis of the family—gender roles and related institutions. Topics include marriage, fertility, married women's labor supply, divorce, and the family as an economic organization. (Same as **Gender and Women's Studies 302**.)

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

302b. Business Cycles. Spring 2010. JONATHAN P. GOLDSTEIN.

Seminar. A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles. The current global financial crisis is also analyzed.

Prerequisite: **Economics 256** or permission of the instructor.

308b. International Trade. Fall 2010 or Spring 2011. JULIAN P. DIAZ.

Offers a theoretical and empirical analysis of international trade. Particular attention is given to the standard models of trade: the Ricardian model, the Heckscher-Ohlin model, the specific factors model, and the monopolistic competition model, as well as an introduction to applied general equilibrium models of trade liberalization. Also analyzes current topics such as barriers to trade (quotas, tariffs); the effects of trade liberalization on wage inequality; regional integration blocs; the globalization debate; and the relation between trade, growth, and productivity. Data analysis is used in order to evaluate the success or shortcomings of the theoretical models.

Prerequisite: **Economics 255** and **256**.

310b. Advanced Public Economics. Fall 2009. JOHN M. FITZGERALD.

Seminar. A survey of theoretical and empirical evaluations of government activities in the economy, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized. Not open to students who have credit for **Economics 210**.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

316b. Econometrics. Fall 2009. JONATHAN P. GOLDSTEIN.

Seminar. A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

Prerequisite: **Economics 257** or **Mathematics 265**, and **Mathematics 161**, or permission of the instructor.

318b. Environmental and Resource Economics. Spring 2010. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Not open to students who have credit for **Economics 218** or **228**. (Same as **Environmental Studies 318**.)

Prerequisite: **Economics 255** and **257**.

319b. The Economics of Development. Fall 2010. Deborah S. DeGraff.

Seminar. Theoretical and empirical analysis of selected microeconomic issues within the context of developing countries. Has a dual focus on modeling household decisions and on the effects of government policy and intervention on household behavior and well being. Topics include agricultural production, land use systems, technology and credit markets, household labor allocation and migration, investment in education and health, and income inequality.

Prerequisite: **Economics 257** or **Mathematics 265**, and **Economics 255**, or permission of the instructor.

320b. Economics of Technology. Fall 2010 or Spring 2011. B. Zorina Khan.

Seminar. Technological change represents one of the most essential conditions for economic and social progress. Examines the microeconomics of R&D, invention, innovation, and diffusion from both a theoretical and empirical perspective. Topics include the history of technology, the intellectual property system, the sources of invention and innovation, R&D joint ventures, the "information economy," and globalization. Applications range from the industrial revolution of the nineteenth century through contemporary issues such as digital technology, biotechnology and the human genome project, Silicon Valley, and the Internet.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

340b. Law and Economics. Fall 2009. B. Zorina Khan.

Seminar. Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. Explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. Also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to online sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas. Not open to students who have credit for **Economics 341**.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

348b. Research in Economic History. Fall 2010 or Spring 2011. B. Zorina Khan.

Seminar. Investigates the sources of economic growth and development using cliometrics, or the quantitative study of economic history. Students are required to apply economic theories and methodology to the analysis of primary historical materials in order to produce a professional-quality research paper. Not open to students who have credit for **Economics 208** or **238**.

355b. Game Theory and Strategic Behavior. Spring 2010. Joon-Suk Lee.

An introduction to game theory, a theory analyzing and characterizing optimal strategic behavior. Strategic behavior takes into account other individuals' options and decisions. Such behavior is relevant in economics and business, politics, and other areas of the social sciences, where game theory is an important tool. The main game theoretic equilibrium concepts are introduced in class and applied to a variety of economics and business problems. Elementary calculus and probability theory are used.

Prerequisite: **Economics 255** or permission of the instructor.

356b. **Monetary Economics**. Fall 2009. Paola Boel.

Examines the role that money plays in market economies. Monetary policies, fiscal policies, and payment systems are studied. Particular attention is given to how inflation and taxes affect saving, investment, and output. The interaction of money with other assets, the banking system, forms of credit, and alternatives to fiat money are also investigated.

Prerequisite: **Economics 255** and **256**.

360b. **Finance II**. Spring 2010. Gregory P. DeCoster.

A continuation of **Economics 260**. The focus is essentially two-fold: (1) What are the sources of business value, and how can it be created? (2) How can the uncertainty and risk inherent to intertemporal choices, i.e., capital accumulation, be "managed"? Involves analysis of business strategy with regard to both operations and financing decisions; the pricing and uses of financial derivatives (i.e., futures, options, and swaps); sources of risk and basic risk management techniques; and an examination of recent insights from behavioral finance.

Prerequisite: **Economics 255** and **260**.

401b–404b. **Advanced Independent Study and Honors in Economics**. The Department.

Education

Charles Dorn, *Department Chair*
Lynn A. Brettler, *Department Coordinator*

Associate Professors: Nancy E. Jennings†, Charles Dorn
Assistant Professor: Doris A. Santoro**
Lecturer: Kathleen O'Connor
Visiting Faculty: Kathryn Byrnes, Kenneth S. Templeton
Fellow: Mariana M. Cruz

Bowdoin College does not offer a major in education.

Requirements for the Minor in Education

The department offers two minors: a **Teaching** minor for students who plan to teach in some capacity following graduation and an **Education Studies** minor for those who do not. Four courses are required for the **Education Studies** minor: either **Education 20** or **101** and three others chosen from among **Education 202**, **203**, **204**, **205**, **221**, **235**, **245**, **250**, **251**, **305**, **310**. Four courses are required for the **Teaching** minor: **Education 20** or **101**, **203**, **301**, **303**. Students may only count graded courses (not Credit/D/Fail) toward either minor. Students must earn a grade of C- or better in order to have a course count toward either minor in education. Students must earn a grade of C- or higher in all prerequisite courses.

Bowdoin Teacher Scholars Program

The Bowdoin Teacher Scholars are a highly select group of Bowdoin College undergraduates and graduates who seek to effect social change by becoming teachers through a rigorous scholarly and classroom-based preparation.

The Teacher Scholars:

1. Complete a full-time, 14-week practicum in a public school.
2. Participate in an introspective weekly seminar during which they critique their colleagues' as well as their own teaching.
3. Develop a professional portfolio and "defend" the contents of that portfolio before a group of Bowdoin College faculty.
4. Receive a Maine State Department of Education Public School Teaching Certificate, making them eligible to teach in any public school in the United States.
5. Gain access to the Boston, New York, and Philadelphia Teaching Induction Programs sponsored by the Consortium for Excellence in Teacher Education.

To become a Teacher Scholar, students must apply for candidacy through the education department, be a community member in good standing, and have a strong academic record. A cumulative 3.0 grade point average is required as well as a 3.0 grade point average in **Education 301** and **Education 303**. Students must major in a subject area that enables them to be certified to teach by the State of Maine. Subject areas of certification include mathematics, life science, physical science, English, foreign language, and social studies. Since majors at Bowdoin do not correspond directly with subject areas for public school certification, students are strongly encouraged to meet with a member of the education department early in their college careers. Also note that teaching candidates must be fingerprinted and earn a passing score on all examinations specified by the Maine Department of Education. Since this requirement was first instituted, Bowdoin students' pass rate has been 100%.

Pathways

Bowdoin Teacher Scholars follow one of two pathways. In the first, students participate in the program as undergraduates during the spring semester of their junior or senior year. In the second, they participate in the program during a spring semester within two years following their Bowdoin graduation.

Undergraduate Pathway

By the end of the fall semester of their junior or senior year, Teacher Scholars:

1. Complete prerequisite coursework (**Education 20** or **101**, **203**, **301**, and **303**).

During the spring semester of their junior or senior year, Teacher Scholars:

2. Complete a full-time, 14-week practicum (students receive course credit for this practicum through **Education 302**: Student Teaching Practicum).
3. Enroll in **Education 304**: Senior Seminar: Analysis of Teaching and Learning.
4. Enroll in **Education 305**: Adolescents in Schools.

Post-Graduate Pathway

By the time they graduate from Bowdoin, Teacher Scholars:

1. Complete prerequisite coursework (**Education 20** or **101**, **203**, **301**, and **303**).

During a spring semester and within two years of their Bowdoin graduation, Teacher Scholars:

2. Complete a full-time, 14-week practicum (students receive course credit for this practicum through **Education 302**: Student Teaching Practicum).
3. Enroll in **Education 304**: Senior Seminar: Analysis of Teaching and Learning.
4. Enroll in **Education 305**: Adolescents in Schools (if not taken prior to this time).

First-Year Seminar

For a full description of first-year seminars, see pages 149–60.

20c. The Educational Crusade. Fall 2009. Charles Dorn.

Introductory, Intermediate, and Advanced Courses

101c - ESD. Contemporary American Education. Fall 2009. Kathryn Byrnes and Kenneth S. Templeton. Spring 2010. Kenneth S. Templeton.

Examines current educational issues in the United States and the role schools play in society. Topics include the purpose of schooling, school funding and governance, issues of race, class, and gender, school choice, and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

[**202c - ESD. Education and Biography**.]

203c - ESD. Educating All Students. Fall 2009. Kathryn Byrnes. Spring 2010. Charles Dorn.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. Focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires a minimum of twenty-four hours of observation in a local elementary school.

Prerequisite: **Education 20** or **101**.

221c. Democracy's Citadel: Education and Citizenship in America. Spring 2010. Charles Dorn.

Examines the relationship between education, citizenship, and democracy in America. Questions explored include: What does "public" mean and how necessary is a "public" to democracy? Is there something "democratic" about how Americans choose to govern their schools? What does "citizenship" mean? Is education a public good with a collective economic and civic benefit, a private good with benefits to individuals whose future earnings depend on the quality of their education, or some combination of the two? What type of curriculum is most important for civic education and how should it be taught? What policies are necessary to prevent economic inequality from undermining education's role in fostering democratic citizenship? To what extent are the concepts of "education for democracy" and "democratic education" related?

Prerequisite: **Education 20** or **101**.

230c. Latinos and Latinas in the United States: Critical Perspectives on Identity, Migration, Education, and Politics. Fall 2009. Mariana Cruz.

Explores the experiences of Latino/as, the fastest growing minority group in the United States, from a critical lens that centers four important themes: identity, migration, education, and politics. Questions explored include: Who are the "Latino/as" in the United States? What are the differences between Hispanics, Latino/as, Latin Americans, and Chicano/as? What are the racial, ethnic, cultural, linguistic, gendered, political, historical, citizenship, and geographic differences among the populations that fall under these ethnic categories? What are the experiences of Latino/as in United States schools? How might educators, activists, and policymakers engage these questions in order to better understand and serve Latino/as a whole? (Same as **Latin American Studies 230**.)

[**235c. American Philosophy of Education.**]

[**245c. Education and Social Justice.**]

250c. Education and Law. Every other year. Fall 2009. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Government 219**.)

251c. Teaching Writing: Theory and Practice. Fall 2009. Kathleen O'Connor.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Prerequisite: Selection during the previous spring semester by application to the Writing Project (see page 44).

291c–294c. Intermediate Independent Study in Education. The Department.

301c. Teaching. Fall 2009. Kenneth S. Templeton.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires a minimum of thirty-six hours of observation in a local secondary school. **Education 303** must be taken concurrently with this course.

Prerequisite: **Education 20** or **101**, and **Education 203**; junior or senior standing; a major in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, or social studies); and permission of the instructor.

302c. Student Teaching Practicum. Spring 2010. Kenneth S. Templeton.

Required of all students who seek secondary public school certification, this final course in the student teaching sequence requires that students work full time in a local secondary school from early January to late April. Grades are awarded on a Credit/D/Fail basis only. **Education 304** must be taken concurrently. Students must complete an application and interview.

Prerequisite: **Education 203**, **301**, and **303**; senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in **Education 301** and **303**; and permission of the instructor.

303c. Curriculum. Fall 2009. Charles Dorn.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components. **Education 301** must be taken concurrently with this course.

Prerequisite: **Education 20** or **101**, and **Education 203**; junior or senior standing; a major in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, or social studies); and permission of the instructor.

304c. Senior Seminar: Analysis of Teaching and Learning. Spring 2010. Kenneth S. Templeton.

Designed to accompany **Education 302**, **Student Teaching Practicum**, and considers theoretical and practical issues related to effective classroom instruction.

Prerequisite: **Education 203**, **301**, and **303**; junior or senior standing; a cumulative 3.0 grade point average; a 3.0 grade point average in **Education 301** and **303**; and permission of the instructor.

305c. Adolescents in School. Spring 2010. Kathryn Byrnes.

A study of adolescent development within the context of teaching and learning in schools. Designed primarily for those engaged in student teaching. Links theory and research with the student teacher's practical application in the classroom. Begins with classic conceptions of identity development, and moves to a more contemporary understanding of adolescence, as it both affects and is affected by school. Topics include physical, cognitive, social, and emotional development of the secondary school student.

Prerequisite: **Education 20** or **101**; **Education 203**, **301**, and **303**; and permission of the instructor.

[**310c. The Civic Functions of Higher Education in America**.]

401c–404c. Advanced Independent Study in Education. The Department.

English

Elizabeth Muther, *Department Chair, fall semester*
Peter Coviello*, *Department Chair, spring semester*
Barbara Olmstead, *Department Coordinator*

Professors: David Collings, Celeste Goodridge, Marilyn Reizbaum, William C. Watterson**
Associate Professors: Aviva Briefel, Peter Coviello*, Ann Louise Kibbie, Aaron Kitch, Elizabeth Muther
Assistant Professors: Tess Chakkalakal (Africana Studies), Mary Agnes Edsall, Guy Mark Foster†, Belinda Kong (Asian Studies)
Writer in Residence: Anthony E. Walton
Visiting Faculty: Jane Brox, P. Gabrielle Foreman, Terri Nickel, Hilary Thompson

Requirements for the Major in English and American Literature

The major requires a minimum of ten courses. Each student must take one first-year seminar (**English 10–29**) or introductory course (**English 104–110**), either of which will serve as a prerequisite to further study in the major. At least three of the ten courses must be chosen from offerings in British and Irish literature before 1800. These are courses in Old English and Medieval literature, Renaissance literature, and the literature of the Restoration and the Eighteenth Century. The individual courses that satisfy this requirement are identified by a note in the course description. Only one of these three courses may be a Shakespeare drama course, and only one may be a Chaucer course. Only one transfer course may count toward this requirement. At least one of the ten courses must be chosen from offerings in literature of the Americas. The individual courses that satisfy this requirement are identified by a note in the course description. Also, each student must take at least one advanced seminar in the department (any 300-level English course). Students may, when appropriate, also count the advanced seminar toward one of the requirements listed above. Transfer credits will not count for the advanced seminar requirement. The remaining courses may be selected from the foregoing and/or first-year seminars; Introductory or Advanced Creative Writing; **200** and/or **300** Literary Analysis; Independent Study; and **401–402** (Advanced Independent Study/Honors). No more than three courses may come from the department's roster of first-year seminars and 100-level courses; no more than one creative writing course will count toward the major. As one of two courses outside the department, one upper-level course in film studies may be counted toward the major; courses in expository writing, journalism, and communication are not eligible for major credit. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, must be arranged with the chair.

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and Theater. See page 210.

Requirements for the Minor in English and American Literature

The minor requires five courses in the department, including one first-year seminar (**English 10–29**) or introductory course (**English 104–110**). At least three of the remaining four courses must be numbered **200** or higher. No more than one creative writing course may count toward the minor, and no courses in expository writing, film, communication, or journalism will count. Students may not apply transfer credits to the minor.

First-Year Seminars in English Composition and Literature

These courses are open to first-year students. The first-year English seminars are numbered **10–19** in the fall; **20–29** in the spring. Usually there are not enough openings in the fall for all first-year students who want an English seminar. First-year students who cannot get into a seminar in the fall are given priority in the spring. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to sixteen students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of first-year seminars, see pages 149–60.

10c. **Modern American Poets**. Fall 2009. Celeste Goodridge.

11c. **Slavery and the Literary Imagination**. Fall 2009. Tess Chakkalakal.
(Same as **Africana Studies 11**.)

12c. **Stoic Heroes and Disenchanted Knights**. Fall 2009. Mary Agnes Edsall.

13c. **Hawthorne**. Fall 2009. William Watterson.

14c. **Shanghai Imagined**. Fall 2009. Belinda Kong.
(Same as **Asian Studies 17**.)

15c. **Utopian Aesthetics**. Fall 2009. Aaron Kitch.

16c. **Alternative Intelligences**. Fall 2009. Hilary Thompson.

20c. **Ghosts**. Spring 2010. Aviva Briefel.

21c. **Trolls, Frogs, and Princesses: Fairy Tales and Retellings**. Spring 2010. Elizabeth Muther.

22c. **Literature of the Southern United States**. Spring 2010. Celeste Goodridge.

23c. **Addictions, Obsessions, Manias**. Spring 2010. Terri Nickel.

Introductory Courses in Literature

104–110. Primarily intended for first- and second-year students, and for juniors and seniors with no prior experience in college literature courses. (Specific content and focus of each course will vary with the instructor.)

104c. **From Page to Screen: Film Adaptation and Narrative**. Fall 2009. Aviva Briefel.

Explores the topic of "adaptation," specifically, the ways in which cinematic texts transform literary narratives into visual forms. Begins with the premise that every adaptation is an interpretation, a rewriting/rethinking of an original text that offers an analysis of that text. Central to class discussions is close attention to the differences and similarities in the ways in which written and visual texts approach narratives, the means through which each medium constructs and positions its audience, and the types of critical discourses that emerge around literature and film. May include works by Philip K. Dick, Charles Dickens, Howard Hawks, Alfred Hitchcock, Stanley Kubrick, David Lean, Anita Loos, Vladimir Nabokov, and Ridley Scott.

105c. Introduction to Poetry. Spring 2010. Marilyn Reizbaum.

Aims to understand poetry's varied workings, considering, most extensively, the basic materials—words, lines, metaphors, sentences—from which poems have traditionally been assembled. By studying closely the components of meter, diction, syntax and line, rhyme, and figure—in essence, how poems work—aims to see more clearly into the ends poems work for: meaning, rhapsody, transport, etc.

106c. Introduction to Drama. Fall 2009. Aaron Kitch.

Traces the development of dramatic form, character, and style from classical Greece through the Renaissance and Enlightenment to contemporary America and Africa. Explores the evolution of plot design, with special attention to the politics of playing, the shifting strategies of representing human agency, and contemporary relationships between the theater and a variety of forms of mass media. Authors may include Sophocles, Aristophanes, Marlowe, Shakespeare, Dryden, Ibsen, Wilde, Beckett, Mamet, and Churchill. (Same as **Theater 106**.)

[**108c. Introduction to Black Women's Literature**. (Same as **Africana Studies 108** and **Gender and Women's Studies 104**.)]

110c. English Literature and Social Power. Spring 2010. David Collings.

Considers whether works of literature encode modes of social power, articulate styles of cultural entitlement, revise norms of behavior from the perspective of leisured domesticity, create satisfying narrative solutions to urban conflict, and absorb the difficulties of social life into the workings of individual consciousness. Do literary works reinforce fictions of social power, contest them, or both? Examines the relationship between ideology and literary form, placing both in the context of transformations in English culture from the early eighteenth through the early twentieth centuries. Discusses writings by Defoe, Pope, Wordsworth, Austen, Dickens, and Woolf alongside critical and interpretive essays.

Courses in Composition

60c. English Composition. Fall 2009. Hilary Thompson. Spring 2010. Ann Kibbie.

Practice in developing the skills needed to write and revise college-level expository essays. Explores the close relationship between critical reading and writing. Assignment sequences and different modes of analysis and response enable students to write fully developed expository essays. Does not count toward the major or minor in English.

Introductory Courses in Creative Writing

125c. Creative Writing: Poetry I. Fall 2009. Anthony Walton.

Intensive study of the writing of poetry through the workshop method. Students are expected to write in free verse and in form, and to read deeply from an assigned list of poets.

Prerequisite: Permission of the instructor.

[**127c. Nonfiction Literary Narrative**. Formerly **English 68**.]

130c. Writing the Creative Narrative. Spring 2010. Jane Brox.

Explores fiction and creative nonfiction with an emphasis on the elements of structure, voice, and style. Students read and discuss published fiction and nonfiction and write their own narratives. Students expected to participate fully in workshop discussions and critiques.

Prerequisite: Permission of the instructor.

Advanced Courses in Creative Writing

213c. Telling Environmental Stories. Fall 2009. Anthony Walton.

Intended for students with a demonstrated interest in environmental studies, as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including *The Control of Nature, Cadillac Desert, Living Downstream,* and *Field Notes from a Catastrophe.* (Same as **Environmental Studies 216**).

Prerequisite: Permission of the instructor.

215c. Writing about Place. Spring 2010. Jane Brox.

An examination of sense of place through reading and creative writing. Students will read authors who write personally about place and also bring historical, scientific, or sociological perspectives to their work, such as Aldo Leopold, Rachel Carson, James Baldwin, Yi-Fu Tuan, and Elizabeth Bishop. Students will write both personal essays and essays centered on direct observation and reflection on the history and ecology of a particular place. Workshop discussion, critiques, and revision are an integral part. (Same as **Environmental Studies 217**.)

Prerequisite: Permission of the instructor.

Intermediate Courses in English and American Literature

These seminars are open to both majors and non-majors—and are normally limited to sixteen students. They provide opportunities for students to focus intensively on critical reading and writing skills and to learn advanced research methods. Each seminar explores a unique topic while introducing students to literary theory and other critical paradigms and tools of literary studies.

200c. Getting Real: The Development of Literary Realism. Fall 2009. Marilyn Reizbaum.

Examines the development of literary Realism in English letters. Considers the wider movement in the arts, in particular the visual arts, taking into account, in photography, for example, the scientific propositions that underlie certain theories of the "real" or "objective reality." Touches on theoretical debates surrounding the genre. Authors may include Ruskin, Dickens, Hardy, Peter Brooks, Virginia Woolf, Sherwood Anderson, Susan Sontag, Erich Auerbach, Lorrie Moore, and Frederick Wiseman.

Prerequisite: One first-year seminar or 100-level course in English.

284c. Reading *Uncle Tom's Cabin*. Spring 2010. Tess Chakkalakal.

Introduces students to the controversial history of reader responses to Harriet Beecher Stowe's 1852 antislavery novel, *Uncle Tom's Cabin.* Students engage with various theoretical approaches—reader response theory, feminist, African Americanist, and historicist—to the novel, then turn to the novel itself and produce their own literary interpretation. In order to do so, students examine the conditions of the novel's original production. By visiting various historic locations, the Stowe House on Federal Street, the First Parish Church on Maine Street, Special Collections of the Hawthorne-Longfellow Library, students compare the novel's original historical context to the history that the novel produced. Aside from reading Stowe's antislavery fiction, students also read works produced with and against *Uncle Tom's Cabin*. (Same as **Africana Studies 284**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Advanced Courses in English and American Literature

201c. Chaucer: *The Canterbury Tales*. Every other year. Spring 2010. Mary Agnes Edsall.

Learn Middle English and enjoy and analyze a wide selection of the stories told on Chaucer's great literary road trip. Includes a focus on medieval history, material culture, literary backgrounds, social codes, and social conflicts. Attention given to trends in Chaucer studies.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

203c. Topics in Medieval Literature: Trilingual England. Every other year. Spring 2011. Mary Agnes Edsall.

An introduction to the literature written in medieval England, with a focus on orality and literacy, and on the multilingualism of English culture in the Middle Ages. The world of medieval Europe was, at the least, bilingual, for Latin was the language of the Church and of the educated; moreover, in post-Norman England, French became the language of social and political power. Examines how different languages, discourses, and codes functioned in medieval English culture and considers works that depict exchanges between different cultures. Readings may include Bede, *The Wanderer*, *The Dream of the Rood*, *The Song of Roland*, *The Play of Adam*, Chrétien de Troyes, Marie de France, medieval lyrics and fabliaux, Chaucer, *Mankind*.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

204c. Tolkien's Middle Ages. Every other year. Fall 2009. Mary Agnes Edsall.

A study of the philological, historical, and literary backgrounds of J. R. R. Tolkien's *Lord of the Rings*. While some attention is given to major and minor works by Tolkien, as well as to Peter Jackson's films, the main focus of the course is on the nineteenth-century theories of philology and mythology that influenced Tolkien; on Anglo-Saxon and Middle English language, literature, and culture; as well as on Tolkien's essays, especially those on *Beowulf* and on Fairie. Presumes that students have a real familiarity with the text (as opposed to the film version) of *LOTR*. Medieval texts may include Snorri Sturlusons's *Gylfaginning*, *The Kalevala*, *The Battle of Maldon*, *Beowulf*, *Lanval*, *Sir Orfeo*, and *Sir Gawain and the Green Knight*.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2009. William Watterson.

Examines *A Midsummer Night's Dream*, *The Merchant of Venice*, *Twelfth Night*, *As You Like It*, *The Winter's Tale*, and *The Tempest* in light of Renaissance genre theory. (Same as **Theater 210**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[**211c. Shakespeare's Tragedies and Roman Plays**. (Same as **Theater 211**.)]

[**212c. Shakespeare's History Plays**. (Same as **Theater 212**.)]

214c - VPA. Playwriting. Spring 2011. Roger Bechtel.

A writing workshop for contemporary performance that includes introductory exercises in writing dialogue, scenes, and solo performance texts, then moves to the writing (and rewriting) of a short play. Students read plays and performance scripts, considering how writers use image, action, speech, and silence; how they structure plays and performance pieces; and how they approach character and plot. (Same as **Theater 260**.)

Prerequisite: One 100-level course in theater or dance or permission of the instructor.

[**223c - VPA. English Renaissance Drama**. (Same as **Theater 223**.)]

225c. Race and Representation in the English Renaissance. Spring 2010. Aaron Kitch.

Reconsiders the notoriously "white" English Renaissance in light of recent literary and cultural scholarship on race and cultural difference. Explores key strategies of authors from Philip Sidney to Aphra Behn in representing ethnic, religious, and cultural otherness, as well as an emergent discourse of racial identity. Topics include England's role in the nascent African slave trade, the poetic fetishization of the exotic, and transnational discourses of "discovery" that raised new questions about modes of English writing. Authors include Sidney, Shakespeare, Ben Jonson, Aphra Behn, Kim Hall, Gary Taylor, and bell hooks. (Same as **Africana Studies 225**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the pre-1800 literature requirement for English majors.

229c. Milton. Every other year. Fall 2009. Ann Kibbie.

A critical study of Milton's major works in poetry and prose, with special emphasis on *Paradise Lost.*

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

230c. Theater and Theatricality in the Restoration and the Eighteenth Century. Every other year. Spring 2011. Ann Kibbie.

An overview of the development of the theater from the reopening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, "she-tragedy," sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **Theater 230**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

231c. Topics in Restoration and Eighteenth-Century Poetry and Prose: Writing Lives. Every other year. Spring 2010. Ann Kibbie.

Explores the representation of private life in the poetry and non-fiction prose of the period (including diaries, private journals, public and private letters, and biographical sketches), with an emphasis on the emergence of the modern author. Works include selections from the diary of Samuel Pepys, the autobiographical poetry of Alexander Pope, Lady Mary Wortley Montagu's travel letters, Lord Chesterfield's letters of advice to his illegitimate son, the autobiography of Olaudah Equiano, selections from Samuel Johnson's *Lives of the English Poets*, and James Boswell's *London Journal.*

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

232c. Topics in the Eighteenth-Century Novel. Every other year. Fall 2010. Ann Kibbie.

An introduction to English prose fiction of the eighteenth century through the examination of a specific topic shared by a variety of canonical and non-canonical texts.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

235c. Radical Sensibility. Fall 2009. David Collings.

Examines the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as apocalyptic lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition, attacks on radical thinking, and the depiction of revolution as monstrosity. Discusses poetic experimentation, innovations in the English novel, and the intersections between political writing and the Gothic. Authors may include Burke, Paine, Blake, Wollstonecraft, Godwin, Opie, Percy Shelley, and Mary Shelley. (Same as **Gender and Women's Studies 240**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

243c. Victorian Genders. Every other year. Spring 2010. Aviva Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **Gay and Lesbian Studies 243** and **Gender and Women's Studies 239**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

[**244c. Victorian Crime**. (Same as **Gay and Lesbian Studies 244** and **Gender and Women's Studies 244**.)]

245c. Modernism/Modernity. Every other year. Fall 2010. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W. G. Sebald's *The Natural History of Destruction*, Ian McEwen's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *Disgrace*. (Same as **Gay and Lesbian Studies 245** and **Gender and Women's Studies 247**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

246c. Drama and Performance in the Twentieth Century and Beyond. Fall 2009. Marilyn Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athool Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh). Readings staged. Formerly **English 262** (same as **Gender and Women's Studies 262** and **Theater 262**). (Same as **Gender and Women's Studies 262** and **Theater 246**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

[**247c**. **The Irish Story**. Formerly **English 264**.]

248c. **The Modern Novel**. Every other year. Spring 2011. Marilyn Reizbaum.

A study of the modern impulse in the novel genre in English. Considers origins of the modern novel and developments such as modernism, postmodernism, realism, formalism, impressionism, the rise of short fiction. Focuses on individual or groups of authors and takes into account theories of the novel, narrative theory, critical contexts. Topics shift and may include Philip Roth, Henry Roth, Virginia Woolf, James Joyce, Rebecca West, Dorothy Richardson, Lorrie Moore, Ford Madox Ford, J. M. Coetzee, W. G. Sebald, F. Scott Fitzgerald, John Banville, Ian Watt, Peter Brook, and Franco Moretti. Formerly **English 269**.

Prerequisite: One first-year seminar or 100-level course in English.

250c. **Early American Literature**. Every other year. Fall 2010. Peter Coviello.

A study of the writing produced in colonial, revolutionary, and post-revolutionary America. Prominent concerns are the Puritan covenant, nationalism, democracy and consensus, revolutionary rupture, and the evolving social meanings of gender and of race. Readings may include Bradstreet, Edwards, Franklin, Wheatley, Brockden Brown, Irving, and Cooper.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

251c. **The American Renaissance**. Every other year. Spring 2011. Peter Coviello.

Considers the extraordinary quickening of American writing in the years before the Civil War. Of central concern are the different visions of "America" these texts propose. Authors may include Emerson, Poe, Douglass, Hawthorne, Jacobs, Melville, Stowe, Dickinson, and Whitman.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

252c. **American Intimacies: Sex and Love in Nineteenth-Century Literature**. Spring 2010. Peter Coviello.

Homosexuality and its conceptual twin, heterosexuality, are surprisingly late coinages. So what was sex like before such concepts organized the sphere of intimate life in America? Was it a set of bodily practices? An aspect of a person's identity? Was sexuality something an individual could be said to possess? What forms of contact, invest attachment, or imagination could even be counted *as* sex, and why? Authors may include Whitman, Thoreau, Jewett, Melville, Hawthorne, James, Douglas, Dickinson, and Joseph Smith. (Same as **Gay and Lesbian Studies 252** and **Gender and Women's Studies 252**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

253c. **Topics in Twentieth-Century American Literature: American Fiction between the Wars with an Emphasis on the 1920s**. Every other year. Fall 2009. Celeste Goodridge.

Authors may include Wharton, Cather, Hemingway, Fitzgerald, Nella Larsen, and Faulkner. Considers how these authors both reflect and subvert the dominant ideologies of the period. Formerly **English 272**.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

254c. Twentieth-Century American Poetry. Every other year. Spring 2011. Celeste Goodridge.

Readings of mid-century American poets followed by late century ones. Considers the validity of the term "confessional" to describe some of this poetry and examine performativity, autobiography, biography, and the mixing of high and low culture in this work. Authors may include Lowell, Bishop, Plath, Gluck, Doty, and Clampitt.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

255c. Contemporary Literature and Culture in English: Cold War Literature and Culture. Every other year. Spring 2010. Celeste Goodridge.

Explores different topics across genres in contemporary, post-1945 literature and culture in English. Focuses on how the literature and culture of this period both reflects and subverts the dominant ideologies of the period. Authors may include Capote, Salinger, Plath, Highsmith, Baldwin, Richard Yates, McCarthy, Albee, and Williams. Research projects required. (Same as **Gay and Lesbian Studies 255**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**257c. Classic Twentieth-Century LGBT Cultural Texts**. (Same as **Gay and Lesbian Studies 257** and **Gender and Women's Studies 257**.)]

258c - ESD. Reconstructing the Nation. Every other year. Spring 2010. Tess Chakkalakal.

Introduces students to American literature written between 1865 and 1910. Exploring a period marked by the end of the Civil War, Reconstruction, the "New" South, and Jim Crow, students engage with these historical developments through a reading of a wide range of novels, short stories, poems, and plays that take up political tensions between the North and South as well as questions of regional, racial, and national identity. Works by George Washington Cable, Charles Chesnutt, Lydia Maria Child, Sarah Orne Jewett, Mark Twain, Sutton E. Griggs, Emily Dickinson, Paul Laurence Dunbar, Henry James, Theodore Dreiser, and Frank Norris constitute the "major" literary voices of the period, but also examines a number of "minor" works that are similarly, but perhaps more narrowly, concerned with questions of race and nation. (Same as **Africana Studies 258**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**260c. African American Fiction: (Re)Writing Black Masculinities**. (Same as **Africana Studies 260** and **Gender and Women's Studies 260**.)]

261c. African American Poetry. Every other year. Fall 2009. Elizabeth Muther.

African American poetry as counter-memory—from Wheatley to the present—with a focus on oral traditions, activist literary discourses, trauma and healing, and productive communities. Special emphasis on the past century: dialect and masking; the Harlem Renaissance; Brown, Brooks, and Hayden at mid-century; the Black Arts Movement; black feminism; and contemporary voices. (Same as **Africana Studies 261**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**263c. Staging Blackness**. (Same as **Africana Studies 263**.)]

[**266c. Topics in African American Literature: The Harlem Renaissance**. (Same as **Africana Studies 266**.)]

270c. **African American Fiction: Childhood and Adolescence**. Spring 2010. Elizabeth Muther.

A century of short stories, novels, and graphic narratives by African American writers that engage the lives of children and adolescents, as well as narratives written explicitly for young readers. Theorizes historical constructions of African American childhood from the Harlem Renaissance era to the present. Examines the strong tradition of child-narrated fiction for teens and adults from the 1960s and 1970s by such writers as Ernest Gaines, Toni Morrison, Toni Cade Bambara, Louise Meriwether, and Ann Petry. Considers the emergence of a conscious Black Arts aesthetic in children's literature and its relationship to the flowering of multicultural children's literature in recent decades. Formerly **English 275** (same as **Africana Studies 275**). (Same as **Africana Studies 270**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

271c - ESD. **Introduction to Asian American Literature**. Fall 2009. Belinda Kong.

An introduction not only to the writings of Asian America, but also to the historical development of Asian American literature as a field of discussion, study, and debate. Begins by focusing on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976). Then turns to earlier classics as well as more recent fiction and questions of how to reconceive Asian American literature in light of these works. In addition to Kingston, authors may include Amy Tan, David Henry Hwang, Frank Chin, John Okada, Jade Snow Wong, Carlos Bulosan, Chang-rae Lee, and Jhumpa Lahiri, Susan Choi, Lan Cao, and lê thi diem thúy. Formerly **English 284**. (Same as **Asian Studies 213**.)

Prerequisite: One first-year seminar or 100-level course in English or one course in Asian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

273c - ESD, IP. **Writing China from Afar**. Spring 2010. Belinda Kong.

The telling of a nation's history is often the concern not only of historical writings but also literary ones. Examines three shaping moments of twentieth-century China: the Sino-Japanese War (1937–45), the Cultural Revolution (1966–76), and the 1989 Tiananmen democracy movement and massacre. Focuses specifically on contemporary literature by authors born and raised in China but since dispersed into a western diaspora. Critical issues include language choice and the role of translation; the truth claims of fiction vs. memoir; the relationship between history, literature, and the cultural politics of diasporic representations of origin; and the figure of the contemporary intellectual-writer vis-à-vis totalitarian violence. Authors may include Eileen Chang (Zhang Ailing), Shan Sa, Dai Sijie, Hong Ying, Yan Geling, Zheng Yi, Yiyun Li, Gao Xingjian, Ha Jin, Annie Wang, and Ma Jian. Formerly **English 283**. (Same as **Asian Studies 212**.)

Prerequisite: One first-year seminar or 100-level course in English or one course in Asian studies.

[274c - ESD, IP. **Asian Diaspora Literature of World War II**. (Same as **Asian Studies 216**.)]

[278c - VPA. **Of Comics and Culture**.]

279c - ESD, IP. **Asian America's Aging.** Every other year. Spring 2010. Belinda Kong.

Asian American literature is dominated by voices of youth: the child narrator and the *bildungsroman* genre have long been used by writers to tell not only personal coming-of-age stories but also that of Asian America itself, as a relative newcomer into the American nation-state and its cultural landscape. Focuses instead on the latecoming figure of the aged narrator in recent Asian American fiction, who constellates themes of dislocation and reclamation, memory, and the body rather than those of maturation and heritage. Explores old age as a vehicle for engaging contemporary issues of globalization and diaspora; historical trauma and cultural memory; life and biopolitics. Examines these works within the paradigm of transnational Asian America, which goes beyond the United States as geographical frame to shed light on the new diasporic identities and cultural politics emerging from twentieth-century global transits. (Same as **Asian Studies 224**.)

Prerequisite: One first-year seminar or 100-level course in English or Asian studies.

Note: This course fulfills the literature of the Americas requirement for English majors.

280c - ESD, IP. The Animal and the Human. Spring 2010. Hilary Thompson.

Considers the changing philosophical and political significance of representations of the animal and of human/animal interactions in modern and contemporary literature. Focuses on global fiction and investigates the role of the animal in the theories and philosophies of psychoanalysis, biopolitics, shamanism, and animism.

Prerequisite: One first-year seminar or 100-level course in English.

282c. Introduction to Literary and Cultural Theory. Spring 2010. Aaron Kitch.

Explores a range of critical methodologies that enhance our understanding of literature and allow us to question some presumptions about literary authorship, textual production, and the reading experience. Examines fundamental relations between subject and object, the sensuous and the conceptual, and the universal and particular. Without privileging any particular critical paradigm, engages modes of interpretation associated with Marxism, feminism, psychoanalysis, poststructuralism, and cultural studies. Representative literary works read, less to label them as responsive to one or another theoretical paradigm than to consider how they "speak theory" in their own right. Authors include Aristotle, Shakespeare, Marx, Freud, Derrida, Foucault, Woolf, and Agamben.

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or gender and women's studies; or **Gay and Lesbian Studies 201**.

291c–294c. Intermediate Independent Study in English. The Department.

310–350. Advanced Literary Study. Every year.

English 300-level courses are advanced seminars; students who take them are normally English majors. Their content and perspective varies—the emphasis may be thematic, historical, generic, biographical, etc. All require extensive reading in primary and collateral materials.

314c. Talking about Yourself in the Middle Ages. Spring 2010. Mary Edsall.

Examines a variety of autobiographical, biographical, and literary texts from Late Antiquity to the late Middle Ages. Considers how narrative genres and social constructions shaped how people wrote about life experience. Themes structuring discussion and research will include the impacts of orality and literacy on character depiction, self-fashioning through reading and memory practices, medieval principles of psychology, and the question of the discovery of the individual. Texts may include Augustine's *Confessions*, *The Memoirs of Guibert of Nogent*, *The Tristan Legend*, the life of Saint Francis of Assisi, Christine de Pizan's *Vision*, Richard Rolle's *Fire of Love*, Chaucer's *House of Fame*, the Showings of Julian of Norwich, and *The Book of Margery Kempe*.

Prerequisite: One 200-level course in English or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[**316c. Shakespeare's Sonnets**. (Same as **Gay and Lesbian Studies 316**.)]

318c. **Oscar Wilde**. Fall 2009. Aviva Briefel.

An in-depth study of Wilde's fiction, poetry, drama, and critical essays within the context of fin-de-siècle British culture. Topics include decadence, aestheticism, dandyism, queer performance, and the Wilde trials. Also examines Wilde's position within current literary criticism. (Same as **Gay and Lesbian Studies 318**.)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

[**321c**. **Medieval Drama**. (Same as **Religion 321**.)]

322c. **African American Literature and Visual Culture**. Fall 2009. Elizabeth Muther.

Explores the semiotics of racial representation in African American literature and culture over the past century, focusing in particular on comics and graphic narratives. Considers the problems of minstrelsy, masking, and caricature—as well as instruments of militant image-making, in both literary and visual forms. Of special interest will be modernist resistance languages of the Harlem Renaissance; collage as a mid-century metaphor for invisibility and black subjectivity; and contemporary images—comics, narratives, and illustrations—that introduce alternative socio-political allegories. (Same as **Africana Studies 322**.)

Prerequisite: One 200-level course in English or Africana studies, or permission of the instructor.

Note: This course fulfills the literature of the Americas requirement for English majors.

323c. The Joyce Revolution. Spring 2010. Marilyn Reizbaum.

An examination of James Joyce's signal contributions to modern writing and critical theories. Reading includes the major works (*Dubliners, Portrait of the Artist as a Young Man, Ulysses*), essays by Joyce, and writings by others who testify to the Joyce mystique: e.g., Oliver St. John Gogarty, T. S. Eliot, Virginia Woolf, Jacques Derrida, Seamus Heaney, Maud Ellmann.

Prerequisite: One 200-level course in English or permission of the instructor.

330. **Resist! Black Novels, Newspapers, and Transnational Violence**. Fall 2009. Gabrielle Foreman.

From their very beginnings, Black American newspapers have concerned themselves not only with resistance movements within the United States but also with revolts and revolutions throughout the Black Diaspora. Examines a short story, a novella, and a novel all published in important and popular Black papers. Interdisciplinary focus allows easy search of newspaper databases for African American coverage of the British and French Caribbean, Cuba and Latin America, West and East Africa, and the Italian invasion of the last remaining independent nation, Ethiopia, during its war against colonization—all while examining fiction serialized in the Black press. One-half credit. (Same as **Africana Studies 330**.)

Note: This course will not count for credit toward the major.

334c. **The Secret Life of Things**. Fall 2009. Ann Kibbie.

We tend to focus on the people who populate literary texts, but literature is also filled with significant things: money; tools; weapons; clothing; furniture; toys; portraits; jewels; body parts that, once detached from their "owners," have become mere objects, such as hair and amputated limbs; and those beings that are sentient but non-human, and therefore resist easy classification, animals. Explores the role of things, and the aesthetic, legal, and philosophical questions they raise, in a variety of literary texts, including Daniel Defoe's *Robinson Crusoe*, Jonathan Swift's *Gulliver's Travels*, Alexander Pope's *The Rape of the Lock*, and Charles Dickens' *Our Mutual Friend.*

Prerequisite: One 200-level course in English or permission of the instructor.

Note: This course fulfills the pre-1800 literature requirement for English majors.

335c. Living in the Ruins. Spring 2010. David Collings.

Examines literature, primarily written after 1945, that depicts life in a world that is enduring, or has endured, a military, cultural, moral, or environmental disaster (such as global climate change). Discusses what transpires when time continues to pass but the future does not arrive, when the world renews itself only in marginal or unsuspected ways. Considers themes such as generalized and muted trauma; the possibilities of accepting or resisting global disarray; the estrangement of home or familiar histories; the radical disorientation of the self; and the adequacy of established literary genres to capture key themes. Discusses literary texts by such authors as Beckett, Levi, Abe, Dick, Ballard, Robinson, Coetzee, Sebald, Butler, and Boyle; movies such as *Children of Men*; and theoretical and critical writings on course themes. (Same as **Environmental Studies 335**.)

Prerequisite: One 200-level course in English or permission of the instructor.

338c. Sex and the Word: Freud, Psychoanalysis, American Literature. Spring 2010. Peter Coviello.

An examination of one of the great theorists of intimacy and its vexations, and of the provision his works make—or might make—for the study of literature. Aims not to produce successfully "Freudian" readings of given texts, or to assign one or another of Freud's categories of pathology to fictional characters, but to test what sort of purchase Freud's varied investigations—of language and desire, of loss and transformation, and especially of the intricate relations of gender and sexuality to one another, and to the very experience of selfhood—might afford us in our encounter with the pleasures and problems of modern fiction. Authors will include Freud and many of his critics, as well as Henry James, Nella Larsen, Willa Cather, James Baldwin, and others. (Same as **Gay and Lesbian Studies 338**.)

Prerequisite: One 200-level course in English or permission of the instructor.

Note: This course fulfills the literature of the Americas requirement for English majors.

401c–404c. Advanced Independent Study and Honors in English. The Department.

Environmental Studies

Philip Camill, *Program Director*
Eileen Sylvan Johnson, *Program Manager;* Rosemary Armstrong, *Program Assistant*

Associate Professors: Philip Camill (Biology), Matthew Klingle (History), John Lichter (Biology), Lawrence H. Simon (Philosophy), Dharni Vasudevan (Chemistry)
Assistant Professor: Connie Y. Chiang (History)
Lecturers: DeWitt John, Eileen Sylvan Johnson, Jill E. Pearlman, Conrad Schneider
Visiting Faculty: Evans Mwangi
Contributing Faculty: Mark O. Battle, Jane Brox, David Collings, Damon P. Gannon, Guillermo Herrera, Amy S. Johnson, Susan A. Kaplan, Edward P. Laine, Peter D. Lea, Barry Logan**, Sarah F. McMahon, Nancy E. Riley, Collin Roesler, Conrad Schneider, Allen L. Springer, David J. Vail, Laura Voss, Anthony Walton, Allen Wells, Nathaniel T. Wheelwright†

Requirements for the Coordinate Major in Environmental Studies (ES)

Among Bowdoin's major programs, the coordinate major is unique to the Environmental Studies Program. An environmental studies major must **also** have a disciplinary major, either in a departmental major such as biology, economics, history, etc., or in a program major such as Asian studies, gender and women's studies, etc. Courses taken to satisfy the College's distribution requirements or to fulfill the requirements of the second major may be double-counted toward the environmental studies major requirements, except as noted. A grade of C- or better must be earned in a course to fulfill the major requirement.

Completion of the ES major requires the following courses:

1. Introductory, interdisciplinary course: **ES 101 Introduction to Environmental Studies**, preferably taken as a first-year student.
2. One 100-level or higher course in biology, chemistry, geology, or physics.
3. One environmental science course: **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**).
4. One environmental social science course chosen from: **ES 207 Building Healthy Communities** (same as **Government 207**); **ES 221 Environmental Inequality and Justice** (same as **Sociology 221**); **ES 228 Natural Resource Economics** (same as **Economics 228**); **ES 263 International Environmental Policy** (same as **Government 263**); **ES 264 Energy, Climate, and Air Quality** (same as **Government 264**); **ES 240 Environmental Law**.
5. One environmental humanities course: **ES 203 Environment and Culture in North American History** (same as **History 242**).
6. One senior seminar: A culminating course that provides an opportunity for exploration of a topic or a senior capstone course experience of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum. It is preferable to take this course during the senior year. Please check with the department for an updated list of courses satisfying this requirement.

7. Beyond the core courses, students must choose a concentration (listed below):

ES Disciplinary Concentrations: For this option, ES coordinate majors must take three 100-level or above courses within one of the following concentrations:

—for ***History, Landscape, Values, Ethics, and the Environment***, students choose from ES courses designated with a "c"

—for ***Environmental Economics and Policy***, students choose ES courses designated with a "b"

—for the ***Interdisciplinary Environmental Science Concentration***, students choose ES courses designated with an "a" (in addition, **Chemistry 210 Chemical Analysis** and **Chemistry 240 Inorganic Chemistry** count toward this concentration). ES majors are strongly advised to take one of the ES science courses outside of their departmental requirements. ES science majors should consult with their ES science advisor in identifying a science course outside their major.

Student-designed Environmental Studies Concentration: Students majoring in ES have the option of designing their own concentration consisting of three courses in addition to the core courses and senior seminars. Student-designed concentrations are particularly appropriate for students interested in exploring environmental issues from a cross-divisional perspective. Students must submit a self-designed concentration form (available from the program), explaining their plan of study to the program director by the first week of the first semester of the junior year, listing the three ES courses proposed, and explaining how the courses are related to the issue of interest to the student. Proposals must be approved by the program director.

Requirements for the Minor in Environmental Studies

The minor consists of five courses: **Environmental Studies 101**; two courses at the 200 level or higher, one of which should be outside a student's departmental major; and two core courses in the disciplinary area as specified below:

—*for natural science majors:* **ES 203 Environment and Culture in North American History** (same as **History 242**) and one social science course from the following: **ES 207 Building Healthy Communities** (same as **Government 207**); **ES 221 Environmental Inequality and Justice** (same as **Sociology 221**); **ES 228 Natural Resource Economics and Policy** (same as **Economics 228**); **ES 240 Environmental Law**; **ES 263 International Environmental Policy** (same as **Government 263**); **ES 264 Energy, Climate, and Air Quality** (same as **Government 264**);

—*for social science majors:* **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**) and **ES 203 Environment and Culture in North American History** (same as **History 242**);

—*for humanities majors:* **ES 201 Perspectives in Environmental Science** (same as **Biology 158** and **Chemistry 105**), and one social science course from the following: **ES 207 Building Healthy Communities** (same as **Government 207**); **ES 221 Environmental Inequality and Justice** (same as **Sociology 221**); **ES 228 Natural Resource Economics and Policy** (same as **Economics 228**); **ES 240 Environmental Law**; **ES 263 International Environmental Policy** (same as **Government 263**); **ES 264 Energy, Climate, and Air Quality** (same as **Government 264**).

First-Year Seminar

For a full description of first-year seminars, see pages 149–60.

15c. Frontier Crossings: The Western Experience in American History. Fall 2009. Matthew Klingle.

(Same as **History 15**.)

Introductory, Intermediate, and Advanced Courses

[**79a - INS. Agriculture: Ancient and Modern**. (Same as **Biology 79**.)]

[**81a - INS. Physics of the Environment**. (Same as **Physics 81**.)]

100a - INS. Environmental Geology and Hydrology. Every spring. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and landslides. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Geology 100**.)

101. Introduction to Environmental Studies. Every fall. DeWitt John, Lawrence Simon, and Dharni Vasudevan.

An interdisciplinary introduction from the perspectives of the natural sciences, the social sciences, and moral philosophy to the variety of environmental problems confronting us today. Provides an overview of the state of scientific knowledge about major environmental problems, both global and regional, an analysis of the ethical problems they pose, potential responses of governments and individuals, and an exploration of both the successes and the inadequacies of environmental policy. Topics include air pollution, fisheries, and chemicals in the environment as well as global population, climate change, energy, and sustainability.

102a - INS. Introduction to Oceanography. Fall 2009. Collin Roesler.

The fundamentals of geological, physical, chemical, and biological oceanography: tectonic evolution of the ocean basins, thermohaline and wind-driven circulation, chemical cycles, primary production and trophodynamics with emphasis on oceans' role in climate change. Weekly labs will apply the principles in the setting of Casco Bay and the Gulf of Maine. (Same as **Geology 102**.)

103a - INS. Marine Environmental Geology. Spring 2010. Edward Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea-level history, glacial geology of coastal Maine, harmful algal bloom, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. A one-day weekend field excursion is required. (Same as **Geology 103**.)

[**154a. Ecology of the Gulf of Maine and Bay of Fundy**. (Same as **Biology 154**.)]

201a - MCSR, INS. Perspectives in Environmental Science. Every spring. Spring 2010. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Chemistry 105**.)

Prerequisite: One 100-level or higher course in biology, chemistry, geology, or physics.

203c - ESD. Environment and Culture in North American History. Every spring. Spring 2010. Matthew Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the "Columbian exchange" and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of "nature"; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. Assignments include a research-based service learning term project. (Same as **History 242**.)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

204a. Introduction to Geographic Information Systems. Fall 2009. Eileen Johnson.

Geographical information systems (GIS) organize and store spatial information for geographical presentation and analysis. They allow rapid development of high quality maps, and enable powerful and sophisticated investigation of spatial patterns and interrelationships. Introduces concepts of cartography, database management, remote sensing, and spatial analysis. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems culminating in a semester project that addresses a specific environmental application.

[**205a - INS. Environmental Chemistry**. (Same as **Chemistry 205** and **Geology 205**.)]

206 - IP. Biodiversity Conservation and Management in Africa. Fall 2009. Evans Mwangi.

An examination of the biodiversity crisis facing Africa and methods for slowing down or reversing the rapid loss of species and ecosystems that Africa is experiencing. Explores the social, cultural, historical, economic and political contexts of the relationship between African peoples and the continent's living natural resources, as well as the past, present, and future of biodiversity. (Same as **Africana Studies 204**.)

207b. Building Healthy Communities. Spring 2010. DeWitt John.

Examines efforts by communities and regions to build strong local economies, safeguard important environmental values, protect public health, and address issues of economic and social justice. In many communities, metropolitan areas, and rural regions, state and local government officials work with other leaders to set ambitious goals for economic and environmental sustainability and to develop specific plans for sustainable development. These efforts cross political, institutional, and sectoral barriers, thus challenging and sometimes reshaping state and local politics as well as American federalism. Examines how local leaders can work in complex settings to set goals and mobilize federal, private, and non-profit resources to achieve specific, cross-cutting objectives. (Same as **Government 207**.)

Prerequisite: One course in environmental studies or government.

210a - MCSR, INS. Plant Physiology. Fall 2009. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Biology 210**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

215a - MCSR, INS. Behavioral Ecology and Population Biology. Fall 2010. Nathaniel Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 215**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

216c. Telling Environmental Stories. Fall 2009. Anthony Walton.

Intended for students with a demonstrated interest in environmental studies, as an introduction to several modes of storytelling, which communicate ideas, historical narratives, personal experiences, and scientific and social issues in this increasingly important area of study and concern. Explores various techniques, challenges, and pleasures of storytelling, and examines some of the demands and responsibilities involved in the conveyance of different types of information with clarity and accuracy in nonfiction narrative. Engages student writing through the workshop method, and includes study of several texts, including *The Control of Nature, Cadillac Desert, Living Downstream,* and *Field Notes from a Catastrophe*. (Same as **English 213**.)

Prerequisite: Permission of the instructor.

217c. Writing about Place. Spring 2010. Jane Brox.

An examination of sense of place through reading and creative writing. Students will read authors who write personally about place and also bring historical, scientific, or sociological perspectives to their work, such as Aldo Leopold, Rachel Carson, James Baldwin, Yi-Fu Tuan, and Elizabeth Bishop. Students will write both personal essays and essays centered on direct observation and reflection on the history and ecology of a particular place. Workshop discussion, critiques, and revision are an integral part. (Same as **English 215**.)

Prerequisite: Permission of the instructor.

[218b - MCSR. Environmental Economics and Policy. (Same as **Economics 218**.)]

219a - MCSR, INS. Biology of Marine Organisms. Every fall. Amy Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Biology 219**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

[221b - ESD. Environmental Inequality and Justice. (Same as **Sociology 221**.)]

[222b - ESD. Introduction to Human Population. (Same as **Gender and Women's Studies 224** and **Sociology 222**.)]

225a - MCSR, INS. Community, Ecosystem, and Global Change Ecology. Fall 2009. John Lichter.

Community ecology is the study of dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities. Global change ecology examines how human activities alter communities and ecosystems and how these changes play out at the global scale. Topics include the creation and maintenance of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecological processes, the importance of biodiversity in ecosystem processes, and human influences on global biogeochemical cycles and climate change. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Current and classic scientific literature is discussed weekly. (Same as **Biology 225**.)

Prerequisite: **Biology 102**, **104**, **105**, or **109**.

227c. City and Landscape in Modern Europe. Spring 2010. Jill Pearlman.

Explores the evolution of the built environment in London, Paris, Vienna, and Berlin from the mid-nineteenth century to the present. Focusing on significant moments in the history of these cities, considers a variety of factors as determinants of urban form, including technological developments, industrialization, politics, economics, culture and design. Topics include the creation of capital cities, natural and public spaces, streets, housing, suburbanization, environmental problems, and current schemes for a sustainable urbanism. (Same as **History 227**.)

228b - MCSR. Natural Resource Economics and Policy. Fall 2009. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (e.g., minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Economics 228**.)

Prerequisite: **Economics 101**.

231b. Native Peoples and Cultures of Arctic America. Fall 2009. Susan Kaplan.

For thousands of years, Inuit, Native American Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen, harvesting resources from the sea, rivers, and land. Examines the characteristics of Arctic ecosystems and how they are being affected by climate change. Explores the social, economic, political, and religious lives of various Arctic-dwelling peoples in an effort to understand how people have adapted to this dynamic environment and to contact with various Western groups. (Same as **Anthropology 231**.)

Prerequisite: **Anthropology 101** or **102**.

232c - ESD. History of the American West. Spring 2010. Connie Chiang.

Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the "frontier" myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **History 232**.)

[**233c**. **Architecture and Sustainability**. (Same as **Visual Arts 233**.)]

240b. **Environmental Law**. Every other year. Fall 2009. Conrad Schneider.

Critical examination of some of the most important American environmental laws and their application to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies, and are encouraged to examine the effectiveness of current law and consider alternative approaches.

243c - **VPA**. **Modern Architecture: 1750 to 2000**. Spring 2011. Jill Pearlman.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. (Same as **Art History 243**.)

244c - **VPA**. **City, Anti-City, and Utopia: Building Urban America**. Fall 2010. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **History 244**.)

245c. **The Nature of Frank Lloyd Wright**. Spring 2010. Jill Pearlman.

An in-depth investigation of the buildings of North America's most celebrated architect, with emphasis on the major theme of his work—the complex relationship between architecture and nature. Examines Wright's key projects for a diverse range of environments and regions while also placing the master builder and his works into a larger historical, cultural, and architectural context. Engages in a critical analysis of the rich historical literature that Wright has evoked in recent decades, along with the prolific writings of the architect himself.

Prerequisite: **Environmental Studies 243** (same as **Art History 243**) or **244** (same as **History 244**), or one course in art history, or permission of the instructor.

247c. **Maine: A Community and Environmental History**. Spring 2011. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **History 247**.)

Prerequisite: One course in history or permission of the instructor.

[**250c** - **ESD**. **California Dreamin': A History of the Golden State**. (Same as **History 250**.)]

[**253a**. **Atmosphere and Ocean Dynamics**. (Same as **Geology 257** and **Physics 257**.)]

[**256c - IP. Environment and Society in Latin America**. (Same as **History 256** and **Latin American Studies 256**.)]

258c. Environmental Ethics. Spring 2011. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we resolve conflicts among our obligations? After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of non-sentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Philosophy 258**.)

[**263b. International Environmental Policy**. (Same as **Government 263**.)]

264b. Energy, Climate, and Air Quality. Spring 2010. DeWitt John.

Examines how the federal government in the United States, as well as states, communities, businesses, and nonprofits, can address climate change and energy issues. Compares American policies and politics with efforts in other countries and examines the links between American policies and efforts in other nations. (Same as **Government 264**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

[**266b. Find a Way or Make One: Arctic Exploration in Cultural, Historical, and Environmental Context**. (Same as **Anthropology 266**.)]

267a - INS. Coastal Oceanography. Spring 2010. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Geology 267**.)

Prerequisite: One course in geology or permission of the instructor.

[**268c - IP. African Environmental History**. (Same as **Africana Studies 267** and **History 267**.)]

274a - MCSR, INS. Marine Conservation Biology. Fall 2009. Damon Gannon.

Introduces key biological concepts that are essential for understanding conservation issues. Explores biodiversity in the world's major marine ecosystems; the mechanisms of biodiversity loss at the genetic, species, and ecosystem levels; and the properties of marine systems that pose unique conservation challenges. Investigates the theory and practice of marine biodiversity conservation, focusing on the interactions among ecology, economics, and public policy. Consists of lecture/discussion, lab, field trips, guest seminars by professionals working in the field, and student-selected case studies. (Same as **Biology 274**.)

Prerequisite: One of the following: **Biology 154** (same as **Environmental Studies 154**), **Biology 215** (same as **Environmental Studies 215**), **Biology 219** (same as **Environmental Studies 219**), **Biology 225** (same as **Environmental Studies 225**), **Environmental Studies 101**, **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**), or permission of the instructor.

275a - MCSR, INS. Groundwater. Spring 2011. Peter Lea.

The interaction of water and geological materials within the hydrologic cycle, with emphasis on groundwater resources and quality. Qualitative and quantitative examination of the movement of groundwater in aquifers. (Same as **Geology 275**.)

Prerequisite: One course in geology or permission of the instructor.

276a - MCSR. Watershed Hydrology. Every fall. Fall 2009. Peter Lea.

Everyone lives in a watershed, but how do watersheds function, both naturally and increasingly as impacted by humans? Examines the movement and modification of water through the landscape, emphasizing such topics as natural and human controls of water quality, streamflow generation and surface-groundwater interactions, watershed modeling, and approaches to watershed management. Students perform an integrated investigation of a local watershed, examining natural and human controls on hydrologic processes. (Same as **Geology 276**.)

Prerequisite: One course in geology or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

280a. Plant Responses to the Environment. Spring 2011. Barry A. Logan.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Biology 280**.)

Prerequisite: **Biology 210** or **225**, or permission of the instructor.

[**283c. Environmental Education**.]

287a. Poles Apart: A Comparison of Arctic and Antarctic Environments. Fall 2009. Collin Roesler.

Compares and contrasts the geography, climate, glaciology and sea ice, ocean biology, and exploration history of the Arctic and Antarctic regions with particular emphasis on the role of polar regions in global climate change. One weekend field trip required. (Same as **Geology 287**.)

Prerequisite: One course in geology or permission of the instructor.

291–294. Intermediate Independent Study in Environmental Studies. The Program.

301. Environmental Studies Capstone Project. Fall 2009. Philip Camill.

Structured around a semester-long project providing students with a hands-on, capstone experience that applies prior coursework in the Environmental Studies major. Students work as a collaborative team to explore one issue and to develop a report/project useful to the community. The final project will be a culmination of student-led discussions, readings, meetings with stakeholders, field trips, original research and design, and data analysis. Potential issues to be examined may include carbon neutrality and campus sustainability at Bowdoin, climate change in Maine, conservation, land use, energy, community and urban design, public health, environmental justice, and transportation. Consult the Environmental Studies Program Web site for course topics offered each year. Current or prior enrollment in **Environmental Studies 201**, **202**, or **203** is recommended. May be repeated for credit.

Prerequisite: **Environmental Studies 101** or permission of the instructor.

302a. Earth Climate History and Its Impacts on Ecosystems and Human Civilizations. Spring 2010. Philip Camill.

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use sediment and growth records (ocean, glacier, lake, coral, tree ring, and rodent middens) to assemble proxies for past changes in climate, atmospheric CO_2, and disturbance to examine several issues: long-term carbon cycling and climate, the rise of C4 photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on fire, climate-related collapses of human civilizations, and determining natural variability vs. human-caused climate change. Prior enrollment in a 200- or 300-level environmental studies or geology course is recommended. (Same as **Biology 302** and **Geology 302**.)

Prerequisite: One of the following: **Biology 102**, **104**, **105**, **109**, or **Geology 101**.

305a. Environmental Fate of Organic Chemicals. Fall 2009. Dharni Vasudevan.

More than 100,000 synthetic chemicals are currently in daily use. In order to determine the risk posed to humans and ecosystems, we need to understand and anticipate the extent and routes of chemical exposure. Addresses the fate of organic chemicals following their intentional or unintentional release into the environment. Why do these chemicals either persist or break down, and how are they distributed between surface water, ground water, soil, sediments, biota, and air? Analysis of chemical structure is used to gain insight into molecular interactions that determine the various chemical transfer and transformation processes, while emphasizing the quantitative description of these processes. (Same as **Chemistry 305**.)

Prerequisite: **Chemistry 225**.

[**312b. Cultures Weathering Environmental Change**. (Same as **Anthropology 312**.)]

318b. Environmental and Resource Economics. Spring 2010. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Not open to students who have credit for **Economics 218** or **228**. (Same as **Economics 318**.)

Prerequisite: **Economics 255** and **257**.

[**327a. Global Change Ecology**. (Same as **Biology 327**.)]

335c. Living in the Ruins. Spring 2010. David Collings.

Examines literature, primarily written after 1945, that depicts life in a world that is enduring, or has endured, a military, cultural, moral, or environmental disaster (such as global climate change). Discusses what transpires when time continues to pass but the future does not arrive, when the world renews itself only in marginal or unsuspected ways. Considers themes such as generalized and muted trauma; the possibilities of accepting or resisting global disarray; the estrangement of home or familiar histories; the radical disorientation of the self; and the adequacy of established literary genres to capture key themes. Discusses literary texts by such authors as Beckett, Levi, Abe, Dick, Ballard, Robinson, Coetzee, Sebald, Butler, and Boyle; movies such as *Children of Men*; and theoretical and critical writings on course themes. (Same as **English 335**.)

Prerequisite: One 200-level course in English or permission of the instructor.

[**338c. Consumption Junction: The Nature and Culture of Consumerism**.]

[**340c - ESD. Home: A History of Housing in North America, 1850–2000**. (Same as **History 289**.)]

349c. The Americas as Crossroads: Transnational Histories. Spring 2010. Matthew Klingle and Allen Wells.

An examination of the transnational history of North and South America over the past five hundred years. Students explore this through directed readings on specific themes including exploration and imperial conquest, trade, migration, labor, warfare, and biological exchange, culminating in an original research paper, based on primary and secondary source research, to meet the requirements of their major. (Same as **History 349** and **Latin American Studies 349**.)

350a. Atmospheric Chemistry. Spring 2010. Laura Voss.

An in-depth study in the chemistry that affects atmospheric composition and global climate change. Topics include ozone depletion, tropospheric pollution, understanding past climates, and modern research techniques. (Same as **Chemistry 350**.)

Prerequisite: **Chemistry 109** and either **Chemistry 251** or **Physics 229**, or permission of the instructor.

357a. The Physics of Climate. Every other spring. Spring 2010. Mark Battle.

A rigorous treatment of the earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change will also be studied. (Same as **Geology 357** and **Physics 357**.)

Prerequisite: **Physics 229**, **255**, **256**, or **300**, or permission of the instructor.

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2010. Allen L. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as **Government 363**.)

Prerequisite: **Government 260**, **261**, or **263**, or permission of the instructor.

375. Feeding the World: The Nature and Challenges of Our Food and Agricultural Systems. Fall 2010. Philip Camill.

Although we live in a world where global food abundance is at record highs, and prices are at historic lows, our modern food system has its share of challenges. Methods of food production, marketing, distribution, and consumption have spawned waves of criticism, including concerns about farm economics, food justice, worker safety, animal welfare, famine, ecological degradation, climate change, biotechnology, and public health. In the wake of these challenges, alternative systems of food production, distribution, and consumption are beginning to emerge. An interdisciplinary exploration of three questions: How do we produce and eat food? What major social and environmental consequences have arisen from food production and consumption? What should we produce and eat? Examines the historical origins agriculture, social and environmental problems arising from these transitions, and social movements oriented towards making our food system more ecologically sustainable and socially just. Current or prior enrollment in **Environmental Studies 201**, **202**, and **203** is recommended.

Prerequisite: **Environmental Studies 101** or permission of the instructor.

[**390. Sustaining Maine's Northern Forest: Economy, Ecology, and Community**.]

391. Troubled Waters: Fishing in the Gulf of Maine. Spring 2011. The Program.

Around the world and in the Gulf of Maine, overfishing, threats to habitat, and climate change are putting marine ecosystems and coastal communities under great stress. An interdisciplinary senior seminar draws on oceanography, ecology, history, economics, anthropology, and political science to explore the causes and scope of pressures on the marine environment; the potential for restoring ecosystems, fisheries, and coastal economies; political conflicts over fisheries and related issues; federal, state, and community-based approaches to managing marine ecosystems; and strategies for coping with scientific and management uncertainties.

392c. Advanced Topics in Environmental Philosophy. Spring 2010. Lawrence H. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the ethics of climate change policy, our obligations to future generations, benefit-cost analysis vs. the precautionary principle as a decision-making instrument, and the relationship between justice and sustainability. (Same as **Philosophy 392**.)

[**393a. Advanced Seminar in Geology**. (Same as **Geology 393**.)]

394a. The Ecology and Environmental History of Merrymeeting Bay. Fall 2009. John Lichter.

Merrymeeting Bay, a globally rare, inland freshwater river delta and estuary that supports productive and diverse biological communities, is home to numerous rare and endangered species and is critical habitat for migratory and resident waterfowl, as well as anadromous fish. Explores the ecology and environmental history of Merrymeeting Bay in order to understand how its rare natural habitats might best be managed. Students participate in a thorough review of the scientific and historical literature related to Merrymeeting Bay, and help plan, conduct, and analyze a group study investigating some aspect of the ecology and/or environmental history of the bay, with the intent of submitting a manuscript for publication in an appropriate scientific journal. (Same as **Biology 394**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**) or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

395b. Advanced Seminar in Environmental Policy and Politics. Fall 2009. DeWitt John.

Examines a complex current environmental issue in depth. Explores the underlying social, economic, scientific, and cultural dimensions of the issue; reviews how this and related issues have been addressed so far by state and local governments as well as by the federal government; analyzes current policy-making efforts; and suggests lessons from this policy area about the capacity of public institutions to deal effectively with complex issues. Equal attention given to the substance of public policy, the political process, and implementation of past and proposed policies. Focuses primarily on the United States but will consider experiences in other nations as points of comparison and also any relevant international dimensions of the issue. (Same as **Government 395**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

397a. Advanced Winter Field Ecology. Spring 2011. Nathaniel T. Wheelwright.

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in winter in Maine. Structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, evaluate readings from the primary literature, analyze data from field research projects, and present their results each week in a research seminar. Field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 397**.)

Prerequisite: **Biology 215** (same as **Environmental Studies 215**) or **258**, or permission of the instructor.

401–404. **Advanced Independent Study and Honors in Environmental Studies**. THE PROGRAM.

The following courses count toward the requirements of the Interdisciplinary Science Concentration, in addition to ES courses designated with an "a":

Chemistry 210a - **MCSR, INS**. **Chemical Analysis**. Every fall. ELIZABETH A. STEMMLER.
Chemistry 240a - **MCSR, INS**. **Inorganic Chemistry**. Every spring. JEFFREY K. NAGLE.

The art department invites Art/Environmental Studies independent studies. Contact art department faculty or the environmental studies program director.

Students may also choose from the following list of courses to satisfy requirements for the major in environmental studies. These courses will receive environmental studies credit with the approval of the director after consultation with the student and the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

Social Sciences

Anthropology 102b. **Introduction to World Prehistory**. Spring 2010. SCOTT MACEACHERN.

[**Anthropology 221b** - **ESD**. **The Rise of Civilization**.]

Humanities

Visual Arts 190c - **VPA**. **Architectural Design I**. Spring 2010. WIEBKE THEODORE.

Film Studies

Tricia Welsch, *Department Chair*
Emily C. Briley, *Department Coordinator*

Associate Professor: Tricia Welsch

Film has emerged as one of the most important art forms of the twentieth century. Film studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

Requirements for the Minor in Film Studies

The minor consists of five courses, four of which must be courses offered by the Department of Film Studies. One course must come from another department's offerings, and at least one course must be at the 300 level or be an independent study. No more than two courses below the 200 level (including **Film Studies 101**) will count toward the minor. Courses in which D grades are received will not count toward the minor. Courses taken on a non-graded basis (Credit/D/Fail) will not count toward the minor.

Required Courses:

Film Studies 101
Film Studies 201 or **Film Studies 202** (both **201** and **202** may be counted toward the minor)

Pre-approved Courses Outside the Film Studies Department:

A wide variety of courses available at Bowdoin may count toward a minor in film studies. Such courses must concentrate on film for the major part of their curriculum. Students wishing to have a particular course considered toward the minor should submit supporting materials from the course (such as syllabus, reading list, and assignments) to the chair of the Department of Film Studies. The Asian Studies Program, Gender and Women's Studies Program, and Department of Romance Languages frequently offer courses that qualify.

First-Year Seminar

For a full description of first-year seminars, see pages 149–60.

[**10c. Cultural Difference and the Crime Film.**]

29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Spring 2010. Birgit Tautz.

(Same as **Gay and Lesbian Studies 29**, **Gender and Women's Studies 29**, and **German 29**.)

Introductory, Intermediate, and Advanced Courses

101c - VPA. Film Narrative. Fall 2010. The Department.

An introduction to a variety of methods used to study motion pictures, with consideration given to films from different countries and time periods. Examines techniques and strategies used to construct films, including mise-en-scène, editing, sound, and the orchestration of film techniques in larger formal systems. Surveys some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

201c - VPA. History of Film I, 1895 to 1935. Every other fall. Fall 2009. Tricia Welsch.

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

202c - VPA. History of Film II, 1935 to 1975. Every other spring. Spring 2010. Tricia Welsch.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include Neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. Also explores the shift away from studio production in the United States, the major regulatory systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

252c - VPA. British Film. Spring 2010. Tricia Welsch.

Surveys the first hundred years of British cinema from the silent period to contemporary films. Topics covered: invention of cinema and patterns of movie-going in the United Kingdom; work of important directors and producers (Alfred Hitchcock, Carol Reed, Alexander Korda); changes brought by World War II; the Angry Young Men of the '50s and '60s; and recent developments ("heritage" films, postcolonial perspectives, Scottish film). Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101**, **201**, or **202**.

261c - ESD. Gender, Film, and Consumer Culture. Fall 2009. Jennifer Scanlon.

How do we spend money, and why? Examines the relationship between gender and consumer culture over the course of the twentieth century. Explores women's and men's relationships to consumer culture in a variety of contexts: the heterosexual household, the bachelor pad, the gay-friendly urban cafeteria, the advertising agency, and the department store. Also explores the ways in which Hollywood films, from the 1930s to the present, have both furthered and complicated gendered notions about the consumption of goods. (Same as **Gender and Women's Studies 261**.)

291c–294c. Intermediate Independent Study in Film Studies. The Department.

[**310c. Gay and Lesbian Cinema**. (Same as **Gay and Lesbian Studies 310** and **Gender and Women's Studies 310**.)]

321c. German Expressionism and Its Legacy. Fall 2009. Tricia Welsch.

Considers the flowering of German cinema during the Weimar Republic and its enormous impact on American film. Examines work produced in Germany from 1919 to 1933, the films made by German expatriates in Hollywood after Hitler's rise to power, and the wide influence of the expressionist tradition in the following decades. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101**, **201**, or **202**.

[**333c. The Films of John Ford.**]

401c–404c. Advanced Independent Study in Film Studies. The Department.

First-Year Seminars

The purpose of the first-year seminar program is to introduce college-level disciplines and to contribute to students' understanding of the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. A major emphasis of each seminar is placed upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to sixteen students. Sufficient seminars are offered to ensure that every first-year student has the opportunity to participate during at least one semester of the first year. Registration for the seminars takes place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 2009–2010 academic year follows.

Africana Studies 10b. Racism. Fall 2009. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Sociology 10**.)

Note: This course counts toward the major and minor in gender and women's studies.

Africana Studies 11c. Slavery and the Literary Imagination. Fall 2009. Tess Chakkalakal.

Introduces students to the literature of slavery. Looks at eighteenth- and nineteenth-century slave narratives, antislavery/proslavery fiction and non-fiction, and visual representations of slavery in the form of photographs, paintings, and minstrel performances. Authors include Equiano, Wheatley, Jefferson, Melville, Douglass, and Stowe. Twentieth- and twenty-first-century narratives include former slave testimonials, novels by Morrison, Faulkner, Williams, Styron, and Jones. (Same as **English 11**.)

Africana Studies 23c. Writing the Racial Mountain in the Age of Jim Crow. Fall 2009. Keona Ervin.

What did it mean to be black in the late nineteenth and early twentieth centuries? What sources did prominent African American leaders in this period draw upon to understand meanings of the racialized self? Explores arguments about and controversies over "the strange meaning of being black" from the post-Reconstruction period to the Great Depression. Focuses on intersections of race, gender, sexuality, and class. (Same as **Gender and Women's Studies 25** and **History 23**.)

Africana Studies 25c. The Civil War in Film. Spring 2010. Patrick Rael.

Explores the American Civil War through an examination of popular films dedicated to the topic. Students analyze films as a representation of the past, considering not simply their historical subject matter, but also the cultural and political contexts in which they are made. Films include *The Birth of a Nation*, *Gone with the Wind*, *Glory*, and *Cold Mountain*. Weekly evening film screenings. (Same as **History 25**.)

[**Anthropology 20b. Fantastic Archaeology**.]

Anthropology 24b. Culture at the Top of the World. Fall 2009. Jan Brunson.

As the highest mountains on earth, the Himalayas have held the fascination of many people around the world. Investigates two divergent cultures that exist at the "Top of the World": the culture of climbing expeditions on Everest, and the culture of the ethnic group commonly referred to as Sherpas. How do the extreme conditions on Everest create a shared culture among mountaineers? Who are the Sherpas, and how has their interaction with climbers altered their identity? What is the nature of the interdependence and the brokerage of power between two such parties? Explores the issues of cultural identity that accompany global tourism by examining the intersection of these two groups.

Art History 10c. The Art of Winslow Homer. Fall 2009. Linda Docherty.

A study of Winslow Homer's paintings, prints, and watercolors as individual and cultural expressions. Emphasis placed on learning to read works of art, to research them, to interpret them in historical context, and to write clearly and intelligently about them. Students work closely with the Homer collection in the Bowdoin College Museum of Art and visit sites that the artist painted at Prout's Neck, Maine.

Art History 15c. Art Works, Artists, and Audiences. Spring 2010. Stephen Perkinson.

Explores key issues in the interpretation of artworks from a variety of cultures and time periods. Begins with mastery of a descriptive vocabulary for analysis of paintings, prints, drawings, photographs, sculpture, and architecture. Investigates ways that artists are responsible for determining the "meaning" of the works they create, as they represent the visible world, abstract ideas, thoughts, or emotions. Explores ways that art acquires meaning, following artworks as they are received, interpreted, used, and even abused by various audiences (e.g., critics, curators, collectors, the public at large). Examines ways that artists have sought to influence public opinion by creating works that address the most pressing social and political issues of their times. Includes hands-on experience with artworks from the Bowdoin College Museum of Art.

Asian Studies 11c. Living in the Sixteenth Century. Fall 2010. Thomas Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Musha* provides the thematic foundation for this course. (Same as **History 13**.)

Note: This course fulfills the pre-modern requirement for history majors.

Asian Studies 17c. Shanghai Imagined. Fall 2009. Belinda Kong.

Examines literary and filmic representations of 1930s and 1940s Shanghai. Explores how Shanghai imagined itself through its own writers at the time, as well as how it has been imagined retrospectively by contemporary writers and filmmakers, both within mainland China and in the diaspora. Topics include Shanghai's history of semi-colonialism; conceptions of cosmopolitanism and modernity; intersecting discourses of gender, nationalism, and colonialism; the status of Westerners and the figure of the Eurasian; the Sino-Japanese War and representations of the Japanese soldier; the Jewish ghetto, and hybrid cultural forms such as Shanghai jazz. (Same as **English 14**.)

Asian Studies 19b. East Asian Politics: Introductory Seminar. Fall 2009. Henry C. W. Laurence.

Surveys the diverse political, social, and economic arrangements across East Asia. China, Japan, and North and South Korea are the main focus, but attention is also paid to the other countries in the region. Examines the relationship between democracy and economic change in East Asia, and asks if the relationship is different in Asia than elsewhere in the world. Other questions include: Are there common "Asian values" and if so, what are they? What is the role of Confucianism in shaping social, political, and economic life in the region? How are economic and technological developments affecting traditional social institutions such as families? How is the status of women changing? What lies ahead for Asia? (Same as **Government 19**.)

[**Asian Studies 20b. Global Media and Politics**. (Same as **Government 20**.)]

Asian Studies 21c. Perspectives on Modern China. Fall 2010. Shu-chin Tsui.

Explores the changing nature of modern China from interdisciplinary perspectives: history, literature, documentary films, and cultural studies. Taking history as the primary framework and written/visual representations as analytical texts, investigates the process of nation-building and destruction throughout the nineteenth and twentieth centuries. Central questions concern how various social movements and historical events transformed modern China. Also considers how cultural productions and representations shape, as well as reflect, changing notions of China's national identity.

Asian Studies 28c. The History of Tea in East Asia. Fall 2009. Lawrence Zhang.

Tea is one of the world's most consumed beverages, as well as a significant internationally traded commodity throughout history. Familiarizes the student with the history of tea in East Asia since 800 C.E. to the present. Topics include its modes of consumption and production, trade, aesthetic, as well as notions of tradition and the beverage's changing role in the twenty-first century. Primary and secondary sources include translated Chinese and Japanese texts on tea. (Same as **History 28**.)

Note: This course fulfills the pre-modern requirement for history majors.

Biology 23a. Personal Genomes. Spring 2010. Jack Bateman.

An introduction to the field of genetics and its impact on the modern world. As the cost of DNA sequence analysis plummets, many believe that sequencing entire genomes of individuals will soon become part of our routine preventive healthcare. How can information gleaned from your genome affect decisions about your health? Beyond medical applications, how might personal genetic information be used in other areas of your life, and society as a whole? What ethical, legal, and social issues are raised by widespread use of genetic information? These questions are explored through readings, discussion, and writing assignments.

Classics 11c. Shame, Honor, and Responsibility. Fall 2009. Jennifer Clarke Kosak.

Examines Greek and Roman notions of responsibility to family, state, and self, and the social ideals and pressures that shaped ancient attitudes towards duty, shame, and honor. Readings may include works by Homer, Sophocles, Euripides, Virgil, Ovid, and Petronius.

[**Classics 16c. Cultural Connections in the Ancient Mediterranean**.]

[**Classics 17c. The Heroic Age: Ancient Supermen and Wonder Women**.]

Dance 10c. Understanding Theater and Dance: Doing, Viewing, and Reviewing. Fall 2009. June Vail.

The goal is appreciation and understanding of contemporary performance. Investigates critical perspectives on dance, drama, and other performance events. Develops viewing and writing skills: description, analysis, interpretation, evaluation. Attending live performances, on and off campus, watching films and videos, and participating in studio workshops with performers and writers provide a basis for four essays and other modes of critical response—written, oral, or visual. (Same as **Theater 10**.)

Education 20c. The Educational Crusade. Fall 2009. Charles Dorn.

Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? Explores the ways that public school reformers have answered such questions, from the "Common School Crusaders" of the early nineteenth century to present advocates of "No Child Left Behind." Examining public education as both a product of social, political, and economic change and as a force in molding American society, highlights enduring tensions in the development and practice of public schooling in a democratic republic.

English 10c. Modern American Poets. Fall 2009. Celeste Goodridge.

Analysis of the work of authors who may include Robert Frost, William Carlos Williams, Wallace Stevens, and Marianne Moore.

English 11c. Slavery and the Literary Imagination. Fall 2009. Tess Chakkalakal.

Introduces students to the literature of slavery. Looks at eighteenth- and nineteenth-century slave narratives, antislavery/proslavery fiction and non-fiction, and visual representations of slavery in the form of photographs, paintings, and minstrel performances. Authors include Equiano, Wheatley, Jefferson, Melville, Douglass, and Stowe. Twentieth- and twenty-first-century narratives include former slave testimonials, novels by Morrison, Faulkner, Williams, Styron, and Jones. (Same as **Africana Studies 11**.)

English 12c. Stoic Heroes and Disenchanted Knights. Fall 2009. Mary Agnes Edsall.

An inquiry into the construction of heroic and chivalric masculinities in literature from Virgil to Chaucer, with a strong focus on the historical and social contexts that help make these pre-modern texts intelligible. Attention given to sex/gender systems; to the ideological power of myth, legend, and romance; and to the afterlife of ideals of heroism and chivalry. Texts may include Virgil's *Aeneid, Beowulf, The Song of Roland,* Chrétien de Troyes' *The Knight of the Lion*, Chaucer's *Knight's Tale*, and selections from the nineteenth-century "chivalric revival."

English 13c. Hawthorne. Fall 2009. William Watterson.

Readings include selected short stories, *Fanshawe, The Scarlet Letter, The Blithedale Romance, The House of the Seven Gables, The Marble Faun, Septimus Felton,* and James Mellow's *Nathaniel Hawthorne in His Times.*

English 14c. Shanghai Imagined. Fall 2009. Belinda Kong.

Examines literary and filmic representations of 1930s and 1940s Shanghai. Explores how Shanghai imagined itself through its own writers at the time, as well as how it has been imagined retrospectively by contemporary writers and filmmakers, both within mainland China and in the diaspora. Topics include Shanghai's history of semi-colonialism; conceptions of cosmopolitanism and modernity; intersecting discourses of gender, nationalism, and colonialism; the status of Westerners and the figure of the Eurasian; the Sino-Japanese War and representations of the Japanese soldier; the Jewish ghetto, and hybrid cultural forms such as Shanghai jazz. (Same as **Asian Studies 17**.)

English 15c. Utopian Aesthetics. Fall 2009. Aaron Kitch.

Explores literary dreamworlds from Plato to contemporary America. How do idealized societies relate to existing social orders? What forms of aesthetic, political, and cultural desires find a place in political fantasies? Considers dystopias as well as utopias. Reading may include Plato, Thomas More, Jonathan Swift, Aldous Huxley, George Orwell, William Morris, B. F. Skinner, and Margaret Atwood; films may include *Blade Runne*r and *Brazil.*

English 16c. Alternative Intelligences. Fall 2009. Hilary Thompson.

Investigates the concept of intelligence by analyzing literary representations of ways of thinking that are frequently considered exceptional: artificial intelligence, animal cognition, and indigenous knowledge. Explores the societal impact of different definitions of intelligence and considers whether recent literature might suggest new understandings of this concept. Authors may include Arthur C. Clarke, Kurt Vonnegut, Stanislaw Lem, Jorge Luis Borges, Amitav Ghosh, Colson Whitehead, and Haruki Murakami.

English 20c. Ghosts. Spring 2010. Aviva Briefel.

Explores "actual" and metaphorical instances of ghosts in nineteenth- and twentieth-century literary and cinematic contexts. Considers genres such as the Victorian ghost story, the gothic novella, and the horror film to grasp the various significations of a figure that is often defined by its ungraspability. Also introduces students to critical literature on ghosts. May include writings by Charles Dickens, Arthur Conan Doyle, Sigmund Freud, and Henry James, as well as films by Alejandro Amenábar, Alfred Hitchcock, M. Night Shyamalan, and Robert Wise.

English 21c. Trolls, Frogs, and Princesses: Fairy Tales and Retellings. Spring 2010. Elizabeth Muther.

Explores the resilience of fairy tales across cultural boundaries and historical time. Traces the genealogical origins of the classic tales, as well as their metamorphoses in historical and contemporary variants, fractured tales, and adaptations in literature and film.

English 22c. Literature of the Southern United States. Spring 2010. Celeste Goodridge.

Analysis of the work of authors who may include Katherine Ann Porter, Flannery O'Connor, Eudora Welty, Carson McCullers, Truman Capote, and Lillian Smith.

English 23c. Addictions, Obsessions, Manias. Spring 2010. Terri Nickel.

Traces the emergence of various pathological behaviors in selected nineteenth-century narratives. Explores how cultural and social structures take shape through regulation of and indulgence in bad habits. Topics include alcoholism, fetishism, kleptomania, gambling, smoking, using narcotics, shopping, and collecting. Texts may include *Madame Bovary*, *John Barleycorn*, *McTeague*, *The Kreutzer Sonata*, *The Picture of Dorian Gray*, *Artificial Paradises*, *Against Nature*, *Death in Venice*, and selected Sherlock Holmes stories.

Environmental Studies 15c. Frontier Crossings: The Western Experience in American History. Fall 2009. Matthew Klingle.

What accounts for the persistence of the "frontier myth" in American history, and why do Americans continue to find the idea so attractive? Explores the creation of and disputes over what became of the western United States from 1763 to the present. Topics include Euro-American relations with Native Americans; the creation of borders and national identities; the effect of nature and ideology; the role of labor and gender in the backcountry; and the enduring influence of frontier imagery in popular culture. (Same as **History 15**.)

[Film Studies 10c. Cultural Difference and the Crime Film.]

Film Studies 29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Spring 2010. Birgit Tautz.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. By analyzing a range of films and cinematic genres—to include narrative cinema, biography, documentary, and comedy—explores key interests of these directors: the telling of stories and (German, European, global) histories, the exploration of gender identity, sexuality, and various waves of feminism, the portrayal of women, the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film, spectatorship. Also introduces students to film criticism; includes weekly film screenings. No knowledge of German required. (Same as **Gay and Lesbian Studies 29**, **Gender and Women's Studies 29**, and **German 29**.)

[French 18c. Don Juan and His Critics.]

[Gay and Lesbian Studies 16c. Sex and the Church. (Same as **Gender and Women's Studies 17** and **Religion 16**.)]

Gay and Lesbian Studies 29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Spring 2010. Birgit Tautz.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. By analyzing a range of films and cinematic genres—to include narrative cinema, biography, documentary, and comedy—explores key interests of these directors: the telling of stories and (German, European, global) histories, the exploration of gender identity, sexuality, and various waves of feminism, the portrayal of women, the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film, spectatorship. Also introduces students to film criticism; includes weekly film screenings. No Knowledge of German required. (Same as **Film Studies 29**, **Gender and Women's Studies 29**, and **German 29**.)

[**Gender and Women's Studies 17c**. **Sex and the Church**. (Same as **Gay and Lesbian Studies 16** and **Religion 16**.)]

Gender and Women's Studies 20c. **In Sickness and in Health: Public Health in Europe and the United States**. Fall 2010. Susan Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national healthcare. (Same as **History 20**.)

Gender and Women's Studies 21c. **Bad Girls of the 1950s**. Spring 2010. Jennifer Scanlon.

Explores the representation and life experiences of women who did not fit the cultural norm of suburban motherhood in 1950s America. Focuses on issues of class, race, sexuality, and gender in a decade shaped by fears about nuclear war and communism, and by social and political conformity. Topics include teenage pregnancy, women's grassroots political leadership, single womanhood, civil rights, emergent feminism, and, finally, the enduring cultural resonance of the apron-clad 1950s mom. Engages a variety of primary and secondary sources. (Same as **History 19**.)

Gender and Women's Studies 25c. **Writing the Racial Mountain in the Age of Jim Crow**. Fall 2009. Keona Ervin.

What did it mean to be black in the late nineteenth and early twentieth centuries? What sources did prominent African American leaders in this period draw upon to understand meanings of the racialized self? Explores arguments about and controversies over "the strange meaning of being black" from the post-Reconstruction period to the Great Depression. Focuses on intersections of race, gender, sexuality, and class. (Same as **Africana Studies 23** and **History 23**.)

Gender and Women's Studies 29c. **Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries**. Spring 2010. Birgit Tautz.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. By analyzing a range of films and cinematic genres—to include narrative cinema, biography, documentary, and comedy—explores key interests of these directors: the telling of stories and (German, European, global) histories, the exploration of gender identity, sexuality, and various waves of feminism, the portrayal of women, the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film, spectatorship. Also introduces students to film criticism; includes weekly film screenings. No Knowledge of German required. (Same as **Film Studies 29**, **Gay and Lesbian Studies 29**, and **German 29**.)

German 29c. **Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries**. Spring 2010. Birgit Tautz.

Examines the work of women filmmakers in the German-speaking countries since the 1960s. By analyzing a range of films and cinematic genres—to include narrative cinema, biography, documentary, and comedy—explores key interests of these directors: the telling of stories and (German, European, global) histories, the exploration of gender identity, sexuality, and various waves of feminism, the portrayal of women, the participation in the cinematic conventions of Hollywood as well as independent and avant-garde film, spectatorship. Also introduces students to film criticism; includes weekly film screenings. No knowledge of German is required. (Same as **Film Studies 29**, **Gay and Lesbian Studies 29**, and **Gender and Women's Studies 29**.)

Government 10b. The Pursuit of Peace. Fall 2009. Allen L. Springer.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

[**Government 11b. The Korean War.**]

Government 18b. NGOs in Politics. Spring 2010. Laura A. Henry.

Nongovernmental organizations (NGOs) are thought to play a crucial role in politics—monitoring the state, facilitating citizen participation in politics, and articulating policy alternatives. Yet the activities of NGOs vary significantly from one political system to another, most notably differing among developing and developed states and democratic and authoritarian states. In addition, NGOs' role in the political process is being transformed by globalization and the increasingly transnational nature of political activism, which allows NGOs to import ideas and tactics from other political systems and to appeal to international actors for support when their own domestic political environment is unreceptive. Explores the following questions: How do factors such as a state's level of economic development, its political culture, the nature of the political regime, and the arrangement of its political institutions shape NGOs' role and influence in the political process? When and where have NGOs been successful in influencing political developments? How do the growing transnational linkages among NGOs affect their role in domestic politics?

Government 19b. East Asian Politics: Introductory Seminar. Fall 2009. Henry C. W. Laurence.

Surveys the diverse political, social, and economic arrangements across East Asia. China, Japan, and North and South Korea are the main focus, but attention is also paid to the other countries in the region. Examines the relationship between democracy and economic change in East Asia, and asks if the relationship is different in Asia than elsewhere in the world. Other questions include: Are there common "Asian values" and if so, what are they? What is the role of Confucianism in shaping social, political, and economic life in the region? How are economic and technological developments affecting traditional social institutions such as families? How is the status of women changing? What lies ahead for Asia? (Same as **Asian Studies 19**.)

[**Government 20b. Global Media and Politics.** (Same as **Asian Studies 20**.)]

[**Government 23b. Imperialism and Colonialism: Power, Influence, and Inequality in World Politics.**]

[**Government 24b. Political Theory and Utopia.** Formerly **Government 104**.]

Government 25b. American Politics: Representation, Participation, and Power. Fall 2009. Janet M. Martin.

An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the President) and political institutions (parties, Congress, the executive branch, the judiciary). Not open to students who have credit for or are concurrently taking **Government 150**.

Government 26b. **Fundamental Questions: Exercises in Political Theory**. Fall 2009. Jean M. Yarbrough.

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they "socially constructed"? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, the Bible, Machiavelli, Shakespeare, Marx, Mill, and Nietzsche.

Government 28b. Human Being and Citizen. Fall 2009. Paul N. Franco.

An introduction to the fundamental issues of political philosophy: human nature, the relationship between individual and political community, the nature of justice, the place of virtue, the idea of freedom, and the role of history. Readings span both ancient and modern philosophical literature. Authors may include Plato, Aristotle, Hobbes, Locke, Rousseau, the American Founders, Tocqueville, Mill, and Nietzsche. Formerly **Government 108**.

History 10c. **Monsters, Marvels, and Messiahs: Europe during the Age of Discovery**. Fall 2009. Dallas Denery.

Examines how Europeans have sought to understand themselves and the world around them through travel and travel literature. Particular attention paid to the fascinating ways in which Europeans have used travel narratives to define and distinguish themselves from their "others."

Note: This course fulfills the pre-modern requirement for history majors.

History 12c. **Utopia: Intentional Communities in America, 1630–1997**. Fall 2010. Sarah McMahon.

An examination of the evolution of utopian visions and utopian experiments that begins in 1630 with John Winthrop's "City upon a Hill," explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century counterculture communes, intentional communities, and dystopian separatists. Readings include primary source accounts by members (letters, diaries, essays, etc.), "community" histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

History 13c. **Living in the Sixteenth Century**. Fall 2010. Thomas Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Musha* provides the thematic foundation for this course. (Same as **Asian Studies 11**.)

Note: This course fulfills the pre-modern requirement for history majors.

History 14c. **The Nuclear Age**. Spring 2010. David Hecht.

Explores the impact of nuclear weapons on American society, politics, and culture. Few aspects of post-World War II United States history were unaffected by the atomic bomb, which decisively shaped the Cold War, helped define the military-industrial complex, and contributed to profound changes in the place of science in American life. Examines the surprisingly varied effects of nuclear weapons and energy throughout American society: on Cold War and post-Cold War diplomacy, consumer culture, domestic politics, education, industry, the environment, family life, and the arts. Uses a wide range of sources—newspaper articles, interviews, memoirs, fiction, film, and policy debates—to examine the profound effects of nuclear weapons and energy in United States history.

History 15c. Frontier Crossings: The Western Experience in American History. Fall 2009. Matthew Klingle.

What accounts for the persistence of the "frontier myth" in American history, and why do Americans continue to find the idea so attractive? Explores the creation of and disputes over what became of the western United States from 1763 to the present. Topics include Euro-American relations with Native Americans; the creation of borders and national identities; the effect of nature and ideology; the role of labor and gender in the backcountry; and the enduring influence of frontier imagery in popular culture. (Same as **Environmental Studies 15**.)

[**History 16c. From Montezuma to Bin Laden: Globalization and Its Critics**.]

History 19c. Bad Girls of the 1950s. Spring 2010. Jennifer Scanlon.

Explores the representation and life experiences of women who did not fit the cultural norm of suburban motherhood in 1950s America. Focuses on issues of class, race, sexuality, and gender in a decade shaped by fears about nuclear war and communism, and by social and political conformity. Topics include teenage pregnancy, women's grassroots political leadership, single womanhood, civil rights, emergent feminism, and, finally, the enduring cultural resonance of the apron-clad 1950s mom. Engages a variety of primary and secondary sources. (Same as **Gender and Women's Studies 21**.)

History 20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2010. Susan Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national healthcare. (Same as **Gender and Women's Studies 20**.)

History 23c. Writing the Racial Mountain in the Age of Jim Crow. Fall 2009. Keona Ervin.

What did it mean to be black in the late nineteenth and early twentieth centuries? What sources did prominent African American leaders in this period draw upon to understand meanings of the racialized self? Explores arguments about and controversies over "the strange meaning of being black" from the post-Reconstruction period to the Great Depression. Focuses on intersections of race, gender, sexuality, and class. (Same as **Africana Studies 23** and **Gender and Women's Studies 25**.)

History 25c. The Civil War in Film. Spring 2010. Patrick Rael.

Explores the American Civil War through an examination of popular films dedicated to the topic. Students analyze films as a representation of the past, considering not simply their historical subject matter, but also the cultural and political contexts in which they are made. Films include *The Birth of a Nation*, *Gone with the Wind*, *Glory*, and *Cold Mountain*. Weekly evening film screenings. (Same as **Africana Studies 25**.)

History 28c. The History of Tea in East Asia. Fall 2009. Lawrence Zhang.

Tea is one of the world's most consumed beverages, as well as a significant internationally traded commodity throughout history. Familiarizes the student with the history of tea in East Asia since 800 C.E. to the present. Topics include its modes of consumption and production, trade, aesthetic, as well as notions of tradition and the beverage's changing role in the twenty-first century. Primary and secondary sources include translated Chinese and Japanese texts on tea. (Same as **Asian Studies 28**.)

Note: This course fulfills the pre-modern requirement for history majors.

Philosophy 13c. The Souls of Animals. Fall 2010. Matthew Stuart.

Do animals have souls? Do they have thoughts and beliefs? Do they feel pain? Are animals deserving of the same moral consideration as human beings? Or do they have any moral status at all? Readings from historical and contemporary sources.

Philosophy 15c. Altruism. Fall 2009. Lawrence Simon.

What is altruism? Does it really exist or are all our actions really self-interested? Are self-interest and altruism in conflict? How do we understand altruism from an evolutionary perspective? Can other animals act altruistically? Does morality require that we be altruistic? Are there limits on the amount of altruism morality can require of us? Examines these and related questions concerning the nature of altruism and its role in human life from biological, psychological, and philosophical perspectives.

[**Philosophy 16c. Personal Ethics**.]

Philosophy 18c. Love. Fall 2009. Sarah Conly.

Love. What is the nature and value of love? Why is love so important to us? Is love necessary for a successful life? If so, why? Is life-long love possible? Is love selfish or unselfish? Is the search for love destructive? Uses philosophical texts and some fictional representations to examine these and other questions.

[**Philosophy 27c. Moral History**.]

Psychology 10b. What's on Your Mind? An Introduction to the Brain and Behavior. Every fall. Seth J. Ramus.

A general introduction to the science of psychology, with a specific emphasis on the brain's control of human and animal behavior. Uses historical texts, "popular" science books, and primary literature to explore the mind-body connections within topics such as learning and memory, perception, development, stress, social behavior, personality, and choice.

Religion 10c. Seeking a Historical Jesus. Fall 2009. Daniel Ullucci.

Christianity claims that all its beliefs are rooted in the words and actions of one man. But what do we really know about Jesus? Early Christian texts give conflicting reports of his words and actions. Modern authors, filmmakers, and scholars present wildly divergent reconstructions of his life. What can we know about the life, words, and deeds of Jesus? Examines the earliest evidence and the most recent scholarly findings. Emphasis placed on understanding ancient Mediterranean religion and modern historical methodology.

[**Religion 14c. Heresy and Orthodoxy**.]

[**Religion 16c. Sex and the Church**. (Same as **Gay and Lesbian Studies 16** and **Gender and Women's Studies 17**.)]

[**Religion 19c. Interpreting Religious Quests**.]

Religion 25c. The Islamic Revolution of Iran. Fall 2009. Robert G. Morrison.

The 1979 Islamic Revolution in Iran changed the way Muslims and non-Muslims viewed the potential for religion in the political arena. Focuses on the history of Shi'i Islam's views of political involvement, transformative events of nineteenth- and twentieth-century Iranian history, and the careers of religious leaders such as the Ayatollah Khomeini. Concludes by examining religious and political developments in post-revolutionary Iran.

Russian 22c. "It Happens Rarely, Maybe, but It Does Happen"—Fantasy and Satire in East Central Europe. Fall 2010. Raymond Miller.

Explores the fantastic in Russian and East European literature from the 1830s into the late twentieth century. Studies the origins of the East European fantastic in Slavic folklore and through the Romantic movement, and traces the historical development of the genre from country to country and era to era. Examines the use of the fantastic for the purpose of satire, philosophical inquiry, and social commentary, with particular emphasis on its critiques of nationalism, modernity, and totalitarianism. Authors include Nikolai Gogol', Fyodor Dostoevsky, Mikhail Bulgakov, Karel Capek, Stanislaw Lem, and Franz Kafka.

Sociology 10b. Racism. Fall 2009. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10.**)

Note: This course counts toward the major and minor in gender and women's studies.

[**Sociology 14b. America in the 1970s.**]

Sociology 22b. In the Facebook Age. Spring 2010. Dhiraj Murthy.

Explores new media forms through discourses of culture, race, space, and power. From the development of the first electronic messaging systems in the 1960s to the advent of interactive social networking Web sites such as Facebook, Bebo and hi5, the role of computer-mediated communication in shaping economies, polities, and societies is discussed. Uses a wide range of sources—recent social science research, Web sites, Facebook, YouTube videos—to examine the roles of new media both in the United States and abroad.

Theater 10c. Understanding Theater and Dance: Doing, Viewing, and Reviewing. Fall 2009. June Vail.

The goal is appreciation and understanding of contemporary performance. Investigates critical perspectives on dance, drama, and other performance events. Develops viewing and writing skills: description, analysis, interpretation, evaluation. Attending live performances, on and off campus, watching films and videos, and participating in studio workshops with performers and writers provide a basis for four essays and other modes of critical response—written, oral, or visual. (Same as **Dance 10.**)

Gay and Lesbian Studies

Aviva Briefel, *Program Director*
Glynis Wears-Siegel, *Program Coordinator*

Contributing Faculty: Susan Bell, Aviva Briefel, David A. Collings, Peter Coviello*, Keona K. Ervin, Sarah O'Brien Conly, Guy Mark Foster, Celeste Goodridge, David Hecht, Aaron Kitch, Matthew Klingle, Elizabeth Pritchard, Marilyn Reizbaum, Nancy Riley, Jill S. Smith†, Krista Van Vleet†, William Watterson**

Gay and Lesbian Studies is an interdisciplinary program coordinating courses that incorporate research on sexuality, particularly on gay, lesbian, bisexual, and transgender people. Drawing on a variety of approaches in several disciplines, such as queer theory and the history of sexuality, the program examines constructions of sexuality in institutions of knowledge, in aesthetic representation, and in modes of social practice, examining the question of sexual identity and performance across cultures and historical periods.

Requirements for the Minor in Gay and Lesbian Studies

The minor consists of five courses: **Gay and Lesbian Studies 201** and four other courses from the offerings listed below, some of which will change with every academic year. Among the latter four courses, at least one must come from the social sciences and at least one from the arts and humanities division, and no more than two courses may come from any single department. Only one independent study may be counted toward the minor. Courses in which D grades are received will not count toward the minor.

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

[**16c**. **Sex and the Church**. (Same as **Gender and Women's Studies 17** and **Religion 16**.)]

29c. **Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries**. Spring 2010. Birgit Tautz.

(Same as **Film Studies 29**, **Gender and Women's Studies 29**, and **German 29**.)

Intermediate and Advanced Courses

201 - ESD. **Gay and Lesbian Studies**. Every year. Fall 2009. David Collings.

An introduction to the materials, major themes, and defining methodologies of gay and lesbian studies. Considers in detail both the most visible contemporary dilemmas involving homosexuality (queer presence in pop culture, civil rights legislation, gay-bashing, AIDS, identity politics) as well as the great variety of interpretive approaches these dilemmas have, in recent years, summoned into being. Such approaches borrow from the scholarly practices of literary and artistic exegesis, history, political science, feminist theory, and psychoanalysis—to name only a few. An abiding concern over the semester is to discover how a discipline so variously influenced conceives of and maintains its own intellectual borders. Course materials include scholarly essays, journalism, films, novels, and a number of lectures by visiting faculty.

[**210b - ESD**, **IP**. **Global Sexualities, Local Desires**. (Same as **Anthropology 210** and **Gender and Women's Studies 210**.)]

229c - ESD. **Science, Sex, and Politics**. Fall 2009. David Hecht.

Seminar. Examines the intersection of science, sex, and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and "proper" sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates—often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, sex education, same-sex marriage, and abortion. (Same as **Gender and Women's Studies 230** and **History 229**.)

242c - ESD. **History of Black Sexual Politics**. Spring 2010. Keona Ervin.

Explores how gender and sexuality function within African American communities in the United States using historical and contemporary case studies. Examines connections between constructions of Black femininity and masculinity, racial identity formation and social inequality against the backdrop of slavery and emancipation, segregation, the Great Depression and World War II, the black freedom struggle, and what many have called the post-civil rights era. Materials include interdisciplinary scholarly texts and articles, films, novels, and music. (Same as **Africana Studies 243**, **Gender and Women's Studies 242**, and **History 243**.)

243c. Victorian Genders. Every other year. Spring 2010. Aviva Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **English 243** and **Gender and Women's Studies 239**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

[**244c. Victorian Crime**. (Same as **English 244** and **Gender and Women's Studies 244**.)]

245c. Modernism/Modernity. Every other year. Fall 2010. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W. G. Sebald's *The Natural History of Destruction*, Ian McEwen's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *Disgrace*. (Same as **English 245** and **Gender and Women's Studies 247**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

252c. American Intimacies: Sex and Love in Nineteenth-Century Literature. Spring 2010. Peter Coviello.

Homosexuality and its conceptual twin, heterosexuality, are surprisingly late coinages. So what was sex like before such concepts organized the sphere of intimate life in America? Was it a set of bodily practices? An aspect of a person's identity? Was sexuality something an individual could be said to possess? What forms of contact, invest attachment, or imagination could even be counted *as* sex, and why? Authors may include Whitman, Thoreau, Jewett, Melville, Hawthorne, James, Douglas, Dickinson, and Joseph Smith. (Same as **English 252** and **Gender and Women's Studies 252**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

253b. Constructions of the Body. Spring 2010. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout, draws from and compares theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Gender and Women's Studies 253** and **Sociology 253**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

255c. Contemporary Literature and Culture in English: Cold War Literature and Culture. Spring 2010. Celeste Goodridge.

Explores different topics across genres in contemporary, post-1945 literature and culture in English. Focuses on how the literature and culture of this period both reflects and subverts the dominant ideologies of the period. Authors may include Capote, Salinger, Plath, Highsmith, Baldwin, Richard Yates, McCarthy, Albee, and Williams. Research projects required. (Same as **English 255**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**257c**. **Classic Twentieth-Century LGBT Cultural Texts**. (Same as **English 257** and **Gender and Women's Studies 257**.)]

[**266c - ESD**. **The City as American History**. (Same as **History 226**.)]

291–294. **Intermediate Independent Study in Gay and Lesbian Studies**. THE PROGRAM.

[**310c**. **Gay and Lesbian Cinema**. (Same as **Film Studies 310** and **Gender and Women's Studies 310**.)]

312b. **Resistance and Accommodation: Comparative Perspectives on Gender**. Fall 2009. NANCY RILEY.

In societies across the world, many face discrimination and oppression because of gender stratification and because of inequalities that arise from both local norms and expectations and from societal-level and even global-level forces. In response to the inequities they face, people have found ways to live in, accommodate, challenge, and change those inequalities. Examines gender inequalities and the ways that those in different communities and societies have reacted to them. Each student conducts a major research project on an issue of gender. (Same as **Gender and Women's Studies 312** and **Sociology 312**.)

Prerequisite: **Sociology 101** or **Anthropology 101** and one of: **Anthropology 203**, **230**, or **237** (same as **Gender and Women's Studies 237** and **Latin American Studies 237**), **Sociology 204** (same as **Gender and Women's Studies 204**), **211**, **253** (same as **Gender and Women's Studies 253**), **265** (same as **Asian Studies 264** and **Gender and Women's Studies 265**), or **267** (same as **Gender and Women's Studies 267**).

[**316c**. **Shakespeare's Sonnets**. (Same as **English 316**.)]

318c. **Oscar Wilde**. Fall 2009. AVIVA BRIEFEL.

An in-depth study of Wilde's fiction, poetry, drama, and critical essays within the context of fin-de-siècle British culture. Topics include decadence, aestheticism, dandyism, queer performance, and the Wilde trials. Also examines Wilde's position within current literary criticism. (Same as **English 318**.)

Prerequisite: One 200-level course in English or gay and lesbian studies, or permission of the instructor.

[**326b**. **The Psychology of Stigma**. (Same as **Gender and Women's Studies 325** and **Psychology 326**.)]

338c. **Sex and the Word: Freud, Psychoanalysis, American Literature**. Spring 2010. PETER COVIELLO.

An examination of one of the great theorists of intimacy and its vexations, and of the provision his works make—or might make—for the study of literature. Aims not to produce successfully "Freudian" readings of given texts, or to assign one or another of Freud's categories of pathology to fictional characters, but to test what sort of purchase Freud's varied investigations—of language and desire, of loss and transformation, and especially of the intricate relations of gender and sexuality to one another, and to the very experience of selfhood—might afford us in our encounter with the pleasures and problems of modern fiction. Authors will include Freud and many of his critics, as well as Henry James, Nella

Larsen, Willa Cather, James Baldwin, and others. (Same as **English 338**.)

Prerequisite: One 200-level course in English or permission of the instructor.

Note: This course fulfills the literature of the Americas requirement for English majors.

[**346c. Philosophy of Gender: Sex and Love**. (Same as **Gender and Women's Studies 346** and **Philosophy 346**.)]

390c - IP. Robots, Vamps, and Whores: Women in German Culture and Society, 1880–1989. Spring 2011 or Fall 2011. Jill Smith.

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the *fin-de-siècle*, the Roaring Twenties, the Nazi era, and divided Germany—compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. A variety of texts will be used to discuss such diverse social phenomena and contested territory as the women's movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed required. (Same as **Gender and Women's Studies 390** and **German 390**.)

Gender and Women's Studies

Jennifer Scanlon, *Program Director*
Anne E. Clifford, *Program Administrator*

Professor: Jennifer Scanlon
Associate Professor: Kristen R. Ghodsee
Fellow: Keona K. Ervin (History)
Contributing Faculty: Susan Bell, Aviva Briefel, Jorunn Buckley†, Judith Casselberry, David A. Collings, Rachel Ex Connelly, Sara A. Dickey**, Pamela M. Fletcher, Celeste Goodridge, David Hecht, Sree Padma Holt, Ann L. Kibbie, Jane Knox-Voina, Raymond Miller, Elizabeth Pritchard, Marilyn Reizbaum, Nancy Riley, Rachel Sturman, Susan L. Tananbaum, Karen Teoh, Shu-chin Tsui, June A. Vail, Krista Van Vleet†

The gender and women's studies curriculum is an interdisciplinary program that incorporates recent research done on women and gender. Gender and women's studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. Courses in gender and women's studies investigate the experience of women in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an institutionalized means of structuring inequality and dominance. The program offers a wide range of courses taught by faculty members from many departments and programs.

Requirements for the Major in Gender and Women's Studies

The major consists of ten courses, including three required core courses—**Gender and Women's Studies 101**, **201**, and **301**—that are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.

The seven remaining courses for the major may be chosen from the set of gender and women's studies courses, or from a set of courses in other disciplines that have been approved by the Gender and Women's Studies Program Committee to count towards the major. Of the seven courses, at least two must be listed as "same as" gender and women's studies courses. Gender and women's studies courses are numbered to indicate the level of course instruction. The general level of instruction is indicated by the first number, so that courses below **30** are first-year seminars, **100–199** are general introductory courses, **200–290** are general intermediate-level courses, and **300** and higher are advanced seminars intended for juniors and seniors.

In total, no more than three of the seven elective courses may be from the same department. The departmental affiliation of the course is considered the department of which the instructor is a member. Courses will count for the major if grades of C- or better are earned. One course receiving "Credit" from the Credit/D/Fail grading option may be counted.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent studies project. The honors project supervisor must have taught gender and women's studies courses and served on the Gender and Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (**Gender and Women's Studies 401** and **402**) are required for an honors project in gender and women's studies. No more than two independent studies courses may count toward the gender and women's studies major.

Requirements for the Minor in Gender and Women's Studies

The minor consists of **Gender and Women's Studies 101** and **201**, normally taken in the first or second year, and three additional courses. Students may count courses in their major, but may count only two courses from any given discipline. All courses must be taken for letter grades and students must receive grades of C- or better in order for the courses to be counted.

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

[**17c**. **Sex and the Church**. (Same as **Gay and Lesbian Studies 16** and **Religion 16**.)]

20c. **In Sickness and in Health: Public Health in Europe and the United States**. Fall 2010. Susan Tananbaum.
(Same as **History 20**.)

21c. **Bad Girls of the 1950s**. Spring 2010. Jennifer Scanlon.
(Same as **History 19**.)

25c. **Writing the Racial Mountain in the Age of Jim Crow**. Fall 2009. Keona Ervin.
(Same as **Africana Studies 23** and **History 23**.)

29c. **Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries**. Spring 2010. Birgit Tautz.
(Same as **Film Studies 29**, **Gay and Lesbian Studies 29**, and **German 29**.)

Introductory, Intermediate, and Advanced Courses

101b - ESD. Introduction to Gender and Women's Studies. Fall 2009. Kristen R. Ghodsee. Spring 2010. Jennifer Scanlon. Fall 2010. Kristen R. Ghodsee.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. Explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

102c - ESD, VPA. Cultural Choreographies: An Introduction to Dance. Fall 2010. June Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs — for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop — through readings, performances, workshops in the studio, and field work. (Same as **Dance 101**.)

[**104c. Introduction to Black Women's Literature**. (Same as **Africana Studies 108** and **English 108**.)]

201b - ESD. Feminist Theory. Fall 2009 and Fall 2010. Jennifer Scanlon.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. Examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Gender and Women's Studies 101** or permission of the instructor.

[**204b. Families: A Comparative Perspective**. (Same as **Sociology 204**.)]

207c. Black Women, Politics, Music, and the Divine. Fall 2009. Judith Casselberry.

Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, The Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Africana Studies 201** and **Anthropology 211**.)

[**210b - ESD, IP. Global Sexualities, Local Desires**. (Same as **Anthropology 210** and **Gay and Lesbian Studies 210**.)]

217c. Dostoevsky or Tolstoy. Spring 2010. Raymond Miller.

Explores and compares two giants of Russian literature, Lev Tolstoy and Fyodor Dostoevsky. Their works are read for their significance, both to Russian cultural history and to European thought; special attention is paid to the portrayal of women and women's issues by both authors. Part I studies Dostoevsky's quest for guiding principles of freedom and love in a world of growing violence, cynicism, and chaos. "The Woman Question" emerges as a constant subject: Dostoevsky particularly concerned himself with the suffering of poor and humiliated women. A close reading of several short works and the novel *Brothers Karamazov* set in their historical and intellectual framework. Emphasis on the novelist's struggle between Western materialistic individualism and Eastern voluntary self-renunciation. Examines Dostoevsky's "fantastic realism" as a polyphony of voices, archetypes, and religious symbols. Part II studies Tolstoy's development both as a novelist and a moral philosopher. Examines several works, the most important being the novel *Anna Karenina*, with special emphasis on the tension between Tolstoy-the-artist and Tolstoy-the-moralist. Discussion of the writer's role as "the conscience of Russia" in the last thirty years of his life, as well as his influence on such figures as Gandhi and Martin Luther King. (Same as **Russian 224**.)

218b - IP. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century. Fall 2009. Kristen R. Ghodsee.

Focuses on gender issues in nations whose social, cultural, political, and economic histories have been shaped and/or influenced by Marxist-Leninism. Begins with a thorough examination of socialist ideas about the role of men and women in society and how these ideas evolved over time in the different countries and regions. The practical ramifications of these ideologies are studied through a survey of policies, programs, and projects that were implemented by socialist governments around the world. Addresses how socialist ideologies of gender influenced everything from the rise of the second wave feminists in the United States to the political ascendance of the Taliban in Afghanistan. Considers the political and economic changes that have occurred after the collapse of the Soviet Union. Specifically deals with issues of race, class, religion, ethnicity, sexuality, and gerontocracy, as they directly relate to the (re)construction of identity taking place throughout the former and/or transitioning socialist countries.

[**219b**. **Anthropology of Science, Sex, and Reproduction**. (Same as **Anthropology 219**.)]

220c - IP, VPA. **Soviet Worker Bees, Revolution, and Red Love in Russian Film**. Fall 2009. Jane Knox-Voina.

Explores twentieth-century Russian society through critical analysis of film, art, architecture, music, and literature. Topics include scientific utopias, eternal revolution, individual freedom versus collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, the thaw and double-think, stagnation of the 1970s, post-glastnost sexual liberation, and black hole art. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Bulgakov, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, Petrushevskaya, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Russian 221**.)

221c. **Dostoevsky and the Novel**. Spring 2011. Russian Department.

Examines Fyodor Dostoevsky's later novels. Studies the author's unique brand of realism ("fantastic realism," "realism of a higher order"), which explores the depths of human psychology and spirituality. Emphasis on the anti-Western, anti-materialist bias of Dostoevsky's quest for meaning in a world growing increasingly unstable, violent, and cynical. Special attention is given to the author's treatment of urban poverty and the place of women in Russian society. (Same as **Russian 223**.)

[**223b - ESD**. **Cultural Interpretations of Medicine**. (Same as **Sociology 223**.)]

[**224b - ESD**. **Introduction to Human Population**. (Same as **Environmental Studies 222** and **Sociology 222**.)]

225c - ESD. Family Affairs: Changing Patterns in Europe. Fall 2009. Susan Tananbaum.

Seminar. Explores topics and debates in European family history from the early modern period to the present. Considers the impact of social, political, religious, and economic forces on family structures and functions. Students have an opportunity to complete individual research projects. (Same as **History 222**.)

230c - ESD. Science, Sex, and Politics. Fall 2009. David Hecht.

Seminar. Examines the intersection of science, sex, and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and "proper" sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates—often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, sex education, same-sex marriage, and abortion. (Same as **Gay and Lesbian Studies 229** and **History 229**.)

231b - MCSR. Economics of the Life Cycle. Fall 2010 or Spring 2011. Rachel Ex Connelly.

A study of economic issues that occur at each age, such as economics of education, career choice, marriage (and divorce), fertility, division of labor in the household, child care, glass ceilings, poverty and wealth, healthcare, elder care, and retirement. Considers age-relevant economic models, the empirical work that informs understanding, and the policy questions that emerge at each age lifecycle stage. Differences in experience based on race, gender, sexuality, income level, and national origin are an important component for discussion. Not open to students who have credit for **Economics 301**. (Same as **Economics 231**.)

Prerequisite: **Economics 101**.

233b. Gender and Secularisms: Comparative Cultures of Church-State Relations. Spring 2010. Kristen R. Ghodsee.

Examines the gendered implications of different ideologies informing the post-Enlightenment separation of Church and State. Students will be expected to engage with recent critical scholarship on secularism, post-secularism, and the process of secularization. Asks how different configurations of religion and politics shape collective definitions of the public and private sphere and how these particular conceptions then affect gender relations between men and women. Examines competing histories of secularization as well as engages with recent controversies such as the headscarf bans in Turkey and France and the issue of abstinence-only sex education in school in the United States. In particular, explores the paradox of trying to simultaneously uphold gender equality and protect religious freedoms when these two goals are seemingly at odds.

235c - ESD. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Fall 2010. Jennifer Scanlon.

The suburbs, where the majority of the nation's residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the "burbs" come about, and what is their significance in American life? Begins with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. Then explores more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **History 234**.)

[**237b - ESD, IP**. **Gender and Family in Latin America**. (Same as **Anthropology 237** and **Latin American Studies 237**.)]

239c. **Victorian Genders**. Every other year. Spring 2010. Aviva Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **English 243** and **Gay and Lesbian Studies 243**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

240c. **Radical Sensibility**. Fall 2009. David Collings.

Examines the rise of and reactions to the literature of radical sensibility in the wake of the French Revolution. Focuses upon such topics as apocalyptic lyricism, anarchism, non-violent revolution, and the critique of marriage, family, male privilege, and patriarchal religious belief, as well as the defense of tradition, attacks on radical thinking, and the depiction of revolution as monstrosity. Discusses poetic experimentation, innovations in the English novel, and the intersections between political writing and the Gothic. Authors may include Burke, Paine, Blake, Wollstonecraft, Godwin, Opie, Percy Shelley, and Mary Shelley. (Same as **English 235**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

242c - ESD. **History of Black Sexual Politics**. Spring 2010. Keona Ervin.

Explores how gender and sexuality function within African American communities in the United States using historical and contemporary case studies. Examines connections between constructions of Black femininity and masculinity, racial identity formation and social inequality against the backdrop of slavery and emancipation, segregation, the Great Depression and World War II, the black freedom struggle, and what many have called the post-civil rights era. Materials include interdisciplinary scholarly texts and articles, films, novels, and music. (Same as **Africana Studies 243**, **Gay and Lesbian Studies 242**, and **History 243**.)

243c - IP, VPA. **Russia's "Others": Siberia and Central Asia through Film and Literature**. Spring 2010. Jane Knox-Voina.

Films, music, short stories, folklore, art analyzed for the construction of national identity of Asian peoples from the Caucasus to the Siberian Bering Straits—Russia and the Former Central Asia (the "stans" and Mongolia). Themes: Multicultural conflicts along the Silk Road, the transit zone linking West to East. Changing roles of Asian women as cornerstone for nations. Survival and role of indigenous peoples in solving cultural, economic, and geopolitical issues facing the twenty-first century. Arrival of "outsiders": from early traders to Siberian settlers to exiled convicts; from early conquerors to despotic Bolshevik rulers, from Genghis Khan to Stalin. Impact of Soviet collectivization, industrialization, and modernism on traditional beliefs, the environment, subsistence indigenous cultures, and Eastern spiritualities (Muslimism, shamanism). Questions how film and literature both tell and shape the story of "nations." Films include S. Bodrov's *Prisoner of the Mountains (Caucasus)* and *Mongol*; V. Pudovskin's *Storm Over Asia*, A. Kurosawa's *Dersu Uzala*, N. Mikhalkov's *Close to Eden*, A. Konchalovsky's *Siberiade*, G. Omarova's *Schizo*. (Same as **Russian 251**.)

[**244c**. **Victorian Crime**. (Same as **English 244** and **Gay and Lesbian Studies 244**.)]

[**245c - ESD. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States**. (Same as **Africana Studies 245** and **History 245**.)]

247c. Modernism/Modernity. Every other year. Fall 2010. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T. S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W. G. Sebald's *The Natural History of Destruction*, Ian McEwen's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *Disgrace*. (Same as **English 245** and **Gay and Lesbian Studies 245**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

248c - ESD. Family and Community in American History, 1600–1900. Fall 2009. Sarah McMahon.

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. (Same as **History 248**.)

249c. History of Women's Voices in America. Spring 2010. Sarah McMahon.

Seminar. Examines women's voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **History 249**.)

Prerequisite: One course in history.

251c - ESD. Women in American History, 1600–1900. Spring 2011. Sarah McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines women's changing roles in both public and private spheres; the circumstances of women's lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women's experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women's rights, and feminism. (Same as **History 246**.)

252c. American Intimacies: Sex and Love in Nineteenth-Century Literature. Spring 2010. Peter Coviello.

Homosexuality and its conceptual twin, heterosexuality, are surprisingly late coinages. So what was sex like before such concepts organized the sphere of intimate life in America? Was it a set of bodily practices? An aspect of a person's identity? Was sexuality something an individual could be said to possess? What forms of contact, invest attachment, or imagination could even be counted *as* sex, and why? Authors may include Whitman, Thoreau, Jewett, Melville, Hawthorne, James, Douglas, Dickinson, and Joseph Smith. (Same as **English 252** and **Gay and Lesbian Studies 252**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

253b. Constructions of the Body. Spring 2010. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout, draws from and compares theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Gay and Lesbian Studies 253** and **Sociology 253**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

256c - ESD. Gender, Body, and Religion. Fall 2009. Elizabeth Pritchard.

A significant portion of religious texts and practices is devoted to the disciplining and gendering of bodies. Examines these disciplines including ascetic practices, dietary restrictions, sexual and purity regulations, and boundary maintenance between human and divine, public and private, and clergy and lay. Topics include desire and hunger, abortion, women-led religious movements, the power of submission, and the related intersections of race and class. Materials are drawn from Christianity, Judaism, Neopaganism, Voudou, and Buddhism. (Same as **Religion 253**.)

[**257c. Classic Twentieth-Century LGBT Cultural Texts**. (Same as **English 257** and **Gay and Lesbian Studies 257**.)]

[**260c. African American Fiction: (Re)Writing Black Masculinities**. (Same as **Africana Studies 260** and **English 260**.)]

261c - ESD. Gender, Film, and Consumer Culture. Fall 2009. Jennifer Scanlon.

How do we spend money, and why? Examines the relationship between gender and consumer culture over the course of the twentieth century. Explores women's and men's relationships to consumer culture in a variety of contexts: the heterosexual household, the bachelor pad, the gay-friendly urban cafeteria, the advertising agency, and the department store. Also explores the ways in which Hollywood films, from the 1930s to the present, have both furthered and complicated gendered notions about the consumption of goods. (Same as **Film Studies 261**.)

262c. Drama and Performance in the Twentieth Century and Beyond. Fall 2009. Marilyn Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athool Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh). Readings staged. Formerly **English 262** (same as **Gender and Women's Studies 262** and **Theater 262**). (Same as **English 246** and **Theater 246**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

[**266c - IP. Chinese Women in Fiction and Film**. (Same as **Asian Studies 266**.)]

273c. Black Women and Slavery in Diasporic Perspective. Spring 2010. Jessica Johnson.

Examines the history of women of African descent during the second period of slavery and slave trading between Africa, the Caribbean, and mainland North America (roughly 1650 to 1888). Focuses on the everyday experiences of women's labor, reproduction, and kinship-building on the plantations and in the cities, of these slaveholding societies and on women's roles in the (re)creation of Afro-Atlantic religious and political culture. Investigates the participation of women in abolition and emancipation movements of the late eighteenth and early nineteenth centuries. A range of issues addressed: How did women of African descent experience life under slavery in contrast to men or women of European, Amerindian, and East Indian descent? How did the lives of enslaved women differ from free women of color in different slave holding societies of the Atlantic world? How did the experience of migration, forced and voluntary, impact the lives of black women and the growth of black societies across the Atlantic African diaspora? Assignments include work by contemporary historians and literary figures, primary source analysis, and student projects on the representation and presentation of women and slavery. (Same as **Africana Studies 265** and **History 273**.)

[**277 - MCSR. Applied Research Practicum: Chinese Rural to Urban Migration**. (Same as **Asian Studies 269** and **Economics 277**.)]

[**278b - ESD, IP. China, Gender, Family**. (Same as **Asian Studies 278** and **Sociology 278**.)]

289c - IP. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2009. Sree Padma Holt.

Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the "great goddess"; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as Devi Mahatmya, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Asian Studies 289** and **Religion 289**.)

291–294. Intermediate Independent Study in Gender and Women's Studies. The Program.

301b. Doing Gender Studies: Ethnographies of Gender. Spring 2010. Kristen R. Ghodsee.

Explores how research and scholarship on gender can be an engine for social change. Students learn how to use the different "tools" of the scholar: interviews, surveys, oral history, archival research, participant observation, and discourse analysis. Through a semester-long research project, each student has a hands-on experience of designing and implementing an in-depth study on the gender issue of the student's choice. Open to gender and women's studies majors and minors, or with permission of the instructor.

302b. The Economics of the Family. Fall 2010 or Spring 2011. Rachel Ex Connelly.

Seminar. Microeconomic analysis of the family – gender roles, and related institutions. Topics include marriage, fertility, married women's labor supply, divorce, and the family as an economic organization. (Same as **Economics 301**.)

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

[**310c. Gay and Lesbian Cinema**. (Same as **Film Studies 310** and **Gay and Lesbian Studies 310**.)]

312b. Resistance and Accommodation: Comparative Perspectives on Gender. Fall 2009. Nancy Riley.

In societies across the world, many face discrimination and oppression because of gender stratification and because of inequalities that arise from both local norms and expectations and from societal-level and even global-level forces. In response to the inequities they face, people have found ways to live in, accommodate, challenge, and change those inequalities. Examines gender inequalities and the ways that those in different communities and societies have reacted to them. Each student conducts a major research project on an issue of gender. (Same as **Gay and Lesbian Studies 312** and **Sociology 312**.)

Prerequisite: **Sociology 101** or **Anthropology 101** and one of: **Anthropology 203**, **230**, or **237** (same as **Gender and Women's Studies 237** and **Latin American Studies 237**), **Sociology 204** (same as **Gender and Women's Studies 204**), **211**, **253** (same as **Gender and Women's Studies 253**), **265** (same as **Asian Studies 264** and **Gender and Women's Studies 265**), or **267** (same as **Gender and Women's Studies 267**).

322c. Race, Gender, and Ethnicity in British and European Society. Spring 2010. Susan Tananbaum.

An analysis of cultural traditions in Britain and Europe. Explores the impact of immigration on Britain and the Continent, notions of cultural pluralism, and the changing definitions and implications of gender in Britain and Europe from the late eighteenth century to the present. Students undertake a major research project utilizing primary sources. (Same as **History 322**.)

[**325b. The Psychology of Stigma**. (Same as **Gay and Lesbian Studies 326** and **Psychology 326**.)]

[**326c. A Body "of One's Own": Latina and Caribbean Women Writers**. (Same as **Latin American Studies 326** and **Spanish 326**.)]

[**346c. Philosophy of Gender: Sex and Love**. (Same as **Gay and Lesbian Studies 346** and **Philosophy 346**.)]

[**355c. Modernism and the Nude**. (Same as **Art History 355**.)]

390c - IP. Robots, Vamps, and Whores: Women in German Culture and Society, 1880–1989. Spring 2011 or Fall 2011. Jill Smith.

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the *fin-de-siècle*, the Roaring Twenties, the Nazi era, and divided Germany—compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. A variety of texts will be used to discuss such diverse social phenomena and contested territory as the women's movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed required. (Same as **Gay and Lesbian Studies 390** and **German 390**.)

401–404. Advanced Independent Study and Honors in Gender and Women's Studies. The Program.

Students may choose from the following list of related courses to satisfy requirements for the major or minor in gender and women's studies. For full course descriptions and prerequisites, see the appropriate department listings.

Africana Studies

10b. Racism. Fall 2009. Roy Partridge.
(Same as **Sociology 10**.)

Art History

[**333c. Studies in Seventeenth-Century Art: Caravaggio and Artemisia Gentileschi**.]

Economics

211b - MCSR. Poverty and Redistribution. Spring 2010. John M. Fitzgerald.

212b - MCSR. Labor and Human Resource Economics. Spring 2010. Rachel Ex Connelly.

English

282c. Introduction to Literary and Cultural Theory. Spring 2010. Aaron Kitch.

Sociology

10b. Racism. Fall 2009. Roy Partridge.
(Same as **Africana Studies 10**.)

Geology

Edward P. Laine, *Department Chair*
Marjorie L. Parker, *Department Coordinator*

Associate Professors: Rachel J. Beane, Edward P. Laine, Peter D. Lea, Collin S. Roesler
Laboratory Instructors: Cathryn Field, Joanne Urquhart

Requirements for the Major in Geology

The major consists of nine courses. Four core courses are required of all majors: **Geology 101**, **202**, **275** or **276**, and **393**. In addition, to experience the breadth of the discipline, one course must be taken from courses emphasizing the solid earth (**220**, **241**, **262**, **265**) and one course must be taken from courses emphasizing oceans and surface processes (**250**, **255**, **257**, **267**, **272**, **287**). The three remaining elective courses for the major may be selected from the geology courses offered in the department. Note that only one of: (a) **100**, **102**, or **103** may be counted toward the three elective courses; (b) up to two approved study-away courses may be counted toward the three elective courses; (c) all courses to be counted toward the major need to be completed with a C- or better; (d) independent study does not normally count toward the major requirements; and (e) AP Environmental Science is not accepted toward the major – students may consult the Environmental Studies Program for possible credit. Geology majors are advised that most graduate schools in the earth and environmental sciences require the equivalent of **Chemistry 109**, **Physics 103**, and **Mathematics 171**.

Interdisciplinary Majors

The department participates in formal interdisciplinary programs in geology and physics and in geology and chemistry. See page 212.

Requirements for the Minor in Geology

The minor consists of four courses in geology, including **101**, **202**, **275/276** and one other geology course. All courses to be counted toward the minor need to be completed with a C- or better.

Introductory, Intermediate, and Advanced Courses

50a - INS. Earthquakes and Volcanoes. Fall 2009. Edward Laine.

Introduction to the basic plate tectonic structure of the earth and its relationship to the global distribution and types of earthquakes and volcanoes. Exploration of the factors contributing to the origin and styles of eruption of magma from volcanoes. Examination of the history and nature of tsunamis and the volcanic, seismic, and other events that can trigger them. Consideration of the human response to these and other geological hazards and efforts to mitigate them.

100a - INS. Environmental Geology and Hydrology. Every spring. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and landslides. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Environmental Studies 100**.)

101a - INS. Investigating Earth. Every fall. Rachel Beane.

Dynamic processes, such as earthquakes and volcanoes, shape the earth on which we live. In-class lectures and exercises examine these processes from the framework of plate tectonics. Weekly field trips explore rocks exposed along the Maine coast. During the course, students complete a research project on Maine geology.

102a - INS. Introduction to Oceanography. Fall 2009. Collin Roesler.

The fundamentals of geological, physical, chemical, and biological oceanography: tectonic evolution of the ocean basins, thermohaline and wind-driven circulation, chemical cycles, primary production and trophodynamics with emphasis on oceans' role in climate change. Weekly labs will apply the principles in the setting of Casco Bay and the Gulf of Maine. (Same as **Environmental Studies 102**.)

103a - INS. Marine Environmental Geology. Spring 2010. Edward Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea-level history, glacial geology of coastal Maine, harmful algal bloom, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. A one-day weekend field excursion is required. (Same as **Environmental Studies 103**.)

202a - INS. Mineralogy. Every spring. Rachel Beane.

Minerals are the earth's building blocks, and an important human resource. The study of minerals provides information on processes that occur within the earth's core, mantle, and crust, and at its surface. At the surface, minerals interact with the hydrosphere, atmosphere, and biosphere, and are essential to understanding environmental issues. Minerals and mineral processes examined using hand-specimens, crystal structures, chemistry, and microscopy.

Prerequisite: One course in geology or permission of the instructor.

[**205a** - **INS**. **Environmental Chemistry**. (Same as **Chemistry 205** and **Environmental Studies 205**.)]

220a - **INS**. **Sedimentary Geology**. Every other fall. Fall 2010. Peter Lea.

Survey of earth's depositional systems, both continental and marine, with emphasis on dynamics of sediment transport and interpretation of the depositional environment from sedimentary structures and facies relationships; stratigraphic techniques for interpreting earth history; and tectonic and sea-level controls on large-scale depositional patterns. Weekly lab includes local field trips.

Prerequisite: One course in geology or permission of the instructor.

241a - **INS**. **Structural Geology**. Fall 2009. Rachel Beane.

Geologic structures yield evidence for the dynamic deformation of the earth's crust. This course examines deformation at scales that range from the plate-tectonic scale of the Appalachian mountains to the microscopic scale of individual minerals. A strong field component provides ample opportunity for describing and mapping faults, folds, and other structures exposed along the Maine coast. In-class exercises focus on problem-solving through the use of geologic maps, cross-sections, stereographic projections, strain analysis, and computer applications.

Prerequisite: **Geology 101** or **202**, or permission of the instructor.

250a - **INS**. **Marine Geology**. Spring 2011. Edward Laine.

The geological and geophysical bases of the plate-tectonic model. The influence of plate tectonics on major events in oceanographic and climatic evolution. Deep-sea sedimentary processes in the modern and ancient ocean as revealed through sampling and remote sensing. Focus in the laboratory on the interpretation of seismic reflection profiles from both the deep ocean and local coastal waters.

Prerequisite: One course in geology or permission of the instructor.

[**257a**. **Atmosphere and Ocean Dynamics**. (Same as **Environmental Studies 253** and **Physics 257**.)]

262a. **Igneous and Metamorphic Petrology**. Every other fall. Fall 2010. Rachel Beane.

Rocks contain many clues about the processes of their formation. This course uses these clues to explore the processes by which igneous rocks solidify from magma, and metamorphic rocks form in response to pressure, temperature, and chemical changes. Laboratory work emphasizes field observations, microscopic examination of thin sections, and computer-based geochemical modeling. Class projects introduce students to aspects of geologic research. Both **Geology 101** and **202** are recommended.

Prerequisite: **Geology 101** or **202**.

265a - **INS**. **Geophysics**. Every other spring. Spring 2011. Edward Laine.

An introduction to the interior of the earth, the geophysical basis of plate tectonics, and exploration geophysics. Emphasis on seismic methods. A problem-based service learning course involving work on projects in support of community partners.

Prerequisite: **Mathematics 161** or **Physics 103**, and **Geology 100** (same as **Environmental Studies 100**), **101**, **103** (same as **Environmental Studies 103**), or **Physics 104**.

267a - **INS**. **Coastal Oceanography**. Spring 2010. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Environmental Studies 267**.)

Prerequisite: One course in geology or permission of the instructor.

272a. Glacial Processes and Landforms. Fall 2009. Peter Lea.

During recent ice ages, glaciers covered a third of the world's land area and had profound impacts on earth's landscapes and climates. Uses lectures, labs, field trips, and reading of the primary literature to examine the controls of current and former glacier distribution and movement, landforms and landscapes of glacial and meltwater systems, and the interaction of glaciers and the earth's climate system.

Prerequisite: One course in geology or permission of the instructor.

275a - MCSR, INS. Groundwater. Spring 2011. Peter Lea.

The interaction of water and geological materials within the hydrologic cycle, with emphasis on groundwater resources and quality. Qualitative and quantitative examination of the movement of groundwater in aquifers. (Same as **Environmental Studies 275**.)

Prerequisite: One course in geology or permission of the instructor.

276a - MCSR. Watershed Hydrology. Every fall. Fall 2009. Peter Lea.

Everyone lives in a watershed, but how do watersheds function, both naturally and increasingly as impacted by humans? Examines the movement and modification of water through the landscape, emphasizing such topics as natural and human controls of water quality, streamflow generation and surface-groundwater interactions, watershed modeling, and approaches to watershed management. Students perform an integrated investigation of a local watershed, examining natural and human controls on hydrologic processes. (Same as **Environmental Studies 276**.)

Prerequisite: One course in geology or **Environmental Studies 201** (same as **Biology 158** and **Chemistry 105**).

287a. Poles Apart: A Comparison of Arctic and Antarctic Environments. Fall 2009. Collin Roesler.

Compare and contrast the geography, climate, glaciology and sea ice, ocean biology, and exploration history of the Arctic and Antarctic regions with particular emphasis on the role of polar regions in global climate change. One weekend field trip is required. (Same as **Environmental Studies 287**.)

Prerequisite: One course in geology or permission of the instructor.

291a–294a. Intermediate Independent Study in Geology. The Department.

302a. Earth Climate History and Its Impacts on Ecosystems and Human Civilizations. Spring 2010. Philip Camill.

The modern world is experiencing rapid climate warming and some parts extreme drought, which will have dramatic impacts on ecosystems and human societies. How do contemporary warming and aridity compare to past changes in climate? Are modern changes human-caused or part of the natural variability in the climate system? What effects did past changes have on global ecosystems and human societies? Students use sediment and growth records (ocean, glacier, lake, coral, tree ring, and rodent middens) to assemble proxies for past changes in climate, atmospheric CO_2, and disturbance to examine several issues: long-term carbon cycling and climate, the rise of C4 photosynthesis and the evolution of grazing mammals, orbital forcing and glacial cycles, glacial refugia and post-glacial species migrations, climate change and the rise of human civilizations, climate/overkill hypothesis of Pleistocene megafauna, climate variability, drought cycles, climate change impacts on fire, climate-related collapses of human civilizations, and determining natural variability vs: human-caused climate change. Prior enrollment in a 200- or 300-level environmental studies or geology course is recommended. (Same as **Biology 302** and **Environmental Studies 302**.)

Prerequisite: One of the following: **Biology 102**, **104**, **105**, **109**, or **Geology 101**.

357a. The Physics of Climate. Every other spring. Spring 2010. Mark Battle.

A rigorous treatment of the earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change will also be studied. (Same as **Environmental Studies 357** and **Physics 357**.)

Prerequisite: **Physics 229**, **255**, **256**, or **300**, or permission of the instructor.

[**393a. Advanced Seminar in Geology**. (Same as **Environmental Studies 393**.)]

401a–404a. Advanced Independent Study and Honors in Geology. The Department.

German

Birgit Tautz, *Department Chair*
Kate Flaherty, *Department Coordinator*

Professors: Helen L. Cafferty, Steven R. Cerf
Associate Professor: Birgit Tautz
Assistant Professor: Jill S. Smith†
Visiting Faculty: Matthew D. Miller
Teaching Fellow: Manuel Meffert

The German department offers courses in the language, literature, and culture of the German-speaking countries of Europe. The program is designed for students who wish to become literate in the language and culture, comprehend the relationship between the language and culture, and gain a better understanding of their own culture in a global context. The major is a valuable asset in a wide variety of postgraduate endeavors, including international careers, and law and graduate school.

Requirements for the Major in German

The major consists of seven courses, of which one may be chosen from **151**, **152**, **154**, **156**, **158**, and the others from **205–402**. Normally, majors take two courses numbered **313** or higher in their senior year. Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

Requirements for the Minor in German

The minor consists of **German 102** or equivalent, plus any four courses, of which two must be in the language (**203–398**).

First-Year Seminar

For a full description of first-year seminars, see pages 149–60.

29c. Historians, Comediennes, Storytellers: Women Filmmakers in the German-Speaking Countries. Spring 2010. Birgit Tautz.

(Same as **Film Studies 29**, **Gay and Lesbian Studies 29**, and **Gender and Women's Studies 29**.)

German Literature and Culture in English Translation

151c - ESD. The Literary Imagination and the Holocaust. Fall 2009. Steven Cerf.

An examination of the literary treatment of the Holocaust, a period between 1933 and 1945, during which eleven million innocent people were systematically murdered by the Nazis. Four different literary genres are examined: the diary and memoir, drama, poetry, and the novel. Three basic sets of questions are raised by the course: How could such slaughter take place in the twentieth century? To what extent is literature capable of evoking this period and what different aspects of the Holocaust are stressed by the different genres? What can our study of the Holocaust teach us with regard to contemporary issues surrounding totalitarianism and racism? No knowledge of German is required.

152c - IP, VPA. Berlin: Sin City, Divided City, City of the Future. Fall 2011. Jill Smith.

An examination of literary, artistic, and cinematic representations of the city of Berlin during three distinct time periods: the "Roaring 20s," the Cold War, and the post-Wall period. Explores the dramatic cultural, political, and physical transformations that Berlin underwent during the twentieth century and thereby illustrates the central role that Berlin played, and continues to play, in European history and culture, as well as in the American cultural imagination. For each time period studied, compares Anglo-American representations of Berlin with those produced by German artists and writers, and investigates how, why, and to what extent Berlin has retained its status as one of the most quintessentially modern cities in the world. No knowledge of German is required.

[**154c - IP, VPA. Laugh and Cry! Post-World War II German Film**.]

156c - ESD, VPA. Nazi Cinema. Spring 2011. Birgit Tautz.

A study of selected films made in Germany under the auspices of the Nazis (1933–1945). Illustrates that Nazi cinema was as much entertainment as it was overt propaganda in the service of a terror regime; therefore, includes examples of science fiction, adventure films, and adaptations of literature, as well as anti-Semitic and pro-war feature films and documentaries. Examines three interrelated areas: (1) how Nazi cultural politics and ideology defined the role of cinema; (2) how the films produced in Germany between 1933 and 1945 supported and/or undermined the Nazi regime; and (3) how politics, manipulation, and propaganda work through entertainment. No knowledge of German is required.

158c - IP, VPA. Art and Politics: Introduction to Materialist Aesthetics. Spring 2010. Matthew Miller.

Examines both philosophical conceptions of the social relevance of artistic production from 1848 to the present as well as literary, visual, and cinematic works in which art's philosophical and socio-critical impulses manifest themselves. Beginning with readings from texts by Marx and Engels, but not limited to a narrowly Marxist conception of materialism, explores Nietzsche and Heidegger, who addressed the physicality of aesthetic experience and/or the materiality of the work of art in a broad sense. Further readings to include Lukacs, Heidegger, Benjamin, Adorno, Sartre, and Rancière, among others. Considers plays and literary texts by Brecht, among others, as well as films from the German and European contexts (e.g., Eisenstein, Kluge, Godard, etc.). Emphasis on the interplay among philosophy, theoretical accounts of art, and aesthetic practice. No knowledge of German is required.

Language and Culture Courses

101c. Elementary German I. Every fall. Fall 2009. Birgit Tautz.

German 101 is the first course in German language and culture and is open to all students without prerequisite. Facilitates an understanding of culture through language. Introduces

German history and cultural topics. Three hours per week. Acquisition of four skills: speaking and understanding, reading, and writing. One hour of conversation and practice with teaching assistant. Integrated language laboratory work.

102c. Elementary German II. Every spring. Spring 2010. Matthew Miller.

Continuation of **German 101**. Equivalent of **German 101** is required.

203c. Intermediate German I: Germany within Europe. Every fall. Fall 2009. Matthew Miller.

Continued emphasis on the understanding of German culture through language. Focus on social and cultural topics through history, literature, politics, popular culture, and the arts. Three hours per week of reading, speaking, and writing. One hour of discussion and practice with teaching assistant. Language laboratory also available. Equivalent of **German 102** is required.

204c. Intermediate German II: German History through Visual Culture. Every spring. Spring 2010. Steven Cerf.

Continuation of **German 203**. Equivalent of **German 203** is required.

205c - IP. Advanced German Texts and Contexts. Every year. Fall 2009. Steven Cerf.

Designed to explore aspects of German culture in depth, to deepen the understanding of culture through language, and to increase facility in speaking, writing, reading, and comprehension. Topics include post-war and/or post-unification themes in historical and cross-cultural contexts. Particular emphasis on post-1990 German youth culture and language. Includes fiction writing, film, music, and various news media. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz. Equivalent of **German 204** is required.

291c–294c. Intermediate Independent Study in German. The Department.

Literature and Culture Courses

All courses require the equivalent of **German 204**.

308c - IP. Introduction to German Literature and Culture. Every year. Spring 2010. Helen Cafferty.

Designed to be an introduction to the critical reading of texts by genre (e.g., prose fiction and nonfiction, lyric poetry, drama, opera, film) in the context of German intellectual, political, and social history. Focuses on various themes and periods. Develops students' sensitivity to generic structures and introduces terminology for describing and analyzing texts in historical and cross-cultural contexts. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

313c - IP. German Classicism. Fall 2009. Birgit Tautz.

Focus on the mid- to late eighteenth century as an age of contradictory impulses (e.g., the youthful revolt of Storm and Stress against the Age of Reason). Examines manifestations of such impulses—e.g., ghosts, love, and other transgressions—in the works of major (e.g., Goethe, Schiller) and less well-known (e.g., Karsch, Forster) authors. Beginning with discussions of transparency, examines the ghostly and spiritual moments of "Faustian bargains" (Goethe's *Urfaust*), transgressive desires in poetry, travel texts, and love letters as well as in secret societies (Mozart's *Zauberflöte*), and concludes with emergent, phantasmatic technologies (Schiller's *Geisterseher*) and manifestations of the irrational in nature's chaos (Kleist *Das Erdbeben in Chili*). Investigation of texts in their broader cultural context with appropriate theory and illustrated through film and drama on video, statistical data, developments in eighteenth-century dance, music, and legal discourse.

314c - IP. German Romanticism. Spring 2010. Steven Cerf.

Examines the origins of the German Romantic movement in the first half of the nineteenth century and its impact on German culture (e.g., music and the other arts, philosophy, politics, popular culture, continued legacy of Romanticism in subsequent periods of German culture and literature). Focus on representative authors, genres, and themes such as Romantic creativity, genius, horror, and fantasy.

315c - IP. Realism, Nation, and Popular Fictions of Community in Nineteenth-Century German Culture. Fall 2010. Birgit Tautz.

Explores the ways in which German culture popularized the ideas of ethnicity, nation, and communities in the nineteenth century. Considers literary fiction as well as philosophical, political, pedagogical, and psychological writings and visual materials in their appropriate context. Materials examined respond to historical events and reflect upon life-altering conditions of exile and emigration, the advent of technology, and the rise of mass culture; they exemplify modes of representing reality that ultimately led to the aesthetic phenomenon labeled Realism. Authors include, among others, the Grimms, Busch, Nietzsche, Marx, Otto-Peters, Lewald, von Ebner-Eschenbach, Hoffmann, Heine, Herz, Storm, and Fontane, as well as many anonymous writers of the popular and emigrant press. Combines discussion, short analytical or interpretive papers, an individual project, guest lectures, and the resources of the art museum and the library's special collections.

316c - IP. Modernism: Modernist Visions. Spring 2011. The Department.

Discusses the extent to which modernism, its narratives, philosophy, and arts are tied to the heightened importance of vision and visual technologies around 1900, and examines modernist legacies beyond the confines of the Weimar Republic and the Nazi regime. Special attention is given to depictions of space (cities, e.g., "exotic lands," the rural landscape, travel), depiction of protagonists' interior worlds, so-called new objectivity, and the interrelation of visual arts and narrative, the development of particular visual technologies (e.g., photography, film, commercial galleries, museums, display culture), and avant-garde movements (e.g., Dada). Texts and films by the following authors, artists, filmmakers, and philosophers are read and analyzed in their historical, social, and literary contexts: Kafka, Rilke, Brecht, Benjamin, Modersohn-Becker, Simmel, Freud, Ruttmann, Murnau, Seghers, and Sebald. Combines discussion, analytical and interpretive papers, film showings, and resources of the art museum.

317c - IP. German Literature and Culture since 1945. Fall 2009. Matthew Miller.

An exploration of the participation of literature and film in social critique in the two Germanys from the immediate postwar period through reunification. After addressing *Vergangenheitsbewältigung* and the question of artistic production in the political context of the 1960s' *Protestbewegungen,* examines the relationship between social critique and political history in the FRG and GDR, respectively, as well as literature and cinema in the aftermath of reunification. Writers to be studied include Koeppen, Frisch, Grass, Kluge, Müller, Bachmann, Wolf, Weiss, Özdamar, and others. Screenings of films by Kluge, Fassbinder, and Akin, among others.

[321c - IP. Before and After the Wall: East German Traditions in Literature, Culture, and Film.]

390–399. Seminar in Aspects of German Literature and Culture. Every spring.

Work in a specific area of German culture not covered in other departmental courses, e.g., individual authors, movements, genres, cultural influences, and historical periods.

390c - IP. Robots, Vamps, and Whores: Women in German Culture and Society, 1880–1989. Spring 2011 or Fall 2011. Jill Smith.

An examination of gender roles and female sexuality as central controversies of modern German culture. Analyzing nineteenth- and twentieth-century artifacts (works of literature, films, and paintings) from four distinct periods in German history—the *fin-de-siècle*, the Roaring Twenties, the Nazi era, and divided Germany—compares historical and artistic representations of women, particularly those women who push the boundaries of normative sexual and social behavior. A variety of texts will be used to discuss such diverse social phenomena and contested territory as the women's movement/feminism, morality crusades, sexology, prostitution, marriage reform, abortion, and lesbianism. Frequent short writings, several critical interpretive essays, and a final project based upon visual images of women spanning the time periods discussed required. (Same as **Gay and Lesbian Studies 390** and **Gender and Women's Studies 390**.)

[**392c - IP. Das deutsche Lustspiel**.]

395c - IP. Myths, Modernity, Media. Fall 2010 or Spring 2011. Birgit Tautz.

Explores the important role that myths have played in German cultural history. While founding myths of Germanic culture (e.g., *Nibelungen*) are considered, focuses especially on myth in relation to fairy tales, legends (including urban legends of the twentieth century), and borderline genres and motifs (e.g., vampires, witches, automatons), as well as on questions of mythmaking. Examines why modern culture of the twentieth and twenty-first centuries, which seemingly neglects or overcomes myths, heavily engages in mythicization of ideas (e.g., gender roles, the unnatural) and popularizes myths through modern media (film, television, the Internet), locations (e.g. cities) and transnational exchange (Disney; the myth of "the Orient"). Aside from short analytical or interpretive papers aimed at developing critical language skills, students may pursue a creative project (performance of a mythical character, design of a scholarly Web page, writing of a modern fairy tale).

396c - IP. Vienna, 1890–1914. Spring 2012. Steven Cerf.

An examination of representative shorter literary works (i.e., *Novellen*, dramas, poetry, essays, etc.) of such diverse, psychologically oriented authors as Schnitzler, Freud, Hofmannsthal, Trakl, Kraus, and Musil in historical and cultural contexts. Three basic areas explored: (1) how and why turn-of-the-century Vienna became the home of modern psychiatry; (2) the myriad ways in which imaginative writers creatively interacted with leading composers, visual artists, and philosophers of the era; (3) the extent to which such cinematic directors as Ophüls, Reed, and Schlöndorff were able to capture Viennese intellectual and creative vibrancy for the screen.

398c - IP. Colors: Signs of Ethnic Difference 1800/1900/2000. Spring 2010. Birgit Tautz.

In German culture, color/hue has played an important role in marking ethnic difference. Color marks not only "racial difference" ("Black" v. "White"), but also geographical difference ("tropical colors") or diversity ("Bunte Republik Deutschland"). Considers changing discourse on color and ethnic difference in literary texts and films, all of which serve to illuminate the broader cultural context at three historical junctures: 1800, 1900, and 2000. Considers texts and films in conjunction with non-fiction, including examples from the visual arts (paintings, photographs, "Hagenbecks Völkerschauen"), medical and "scientific," encyclopedic entries, policy statements and advertisements ("Reklamemarken," commercials), and popular music (hip-hop, lyrics), recognizing, in the process, how German culture ("national identity") defines itself through and against color.

401c–404c. Advanced Independent Study and Honors in German. The Department.

Government and Legal Studies

Jean M. Yarbrough, *Department Chair*
Lynne P. Atkinson, *Department Coordinator*

Professors: Paul N. Franco, Janet M. Martin, Richard E. Morgan, Christian P. Potholm*, Allen L. Springer, Jean M. Yarbrough
Associate Professor: Henry C. W. Laurence (Asian Studies)
Assistant Professors: Ericka A. Albaugh, Shelley M. Deane, Michael M. Franz, Laura A. Henry
Visiting Faculty: Jeffrey S. Selinger
Lecturer: George S. Isaacson

Requirements for the Major in Government and Legal Studies

Courses within the department are divided into four fields:

American government: **Government 11**, **25**, **150**, **201**, **202**, **203**, **204**, **205**, **206**, **208**, **209**, **210**, **211**, **215**, **216**, **255**, **303**, **304**, **308**, and **309**.

Comparative politics: **Government 18**, **19**, **20**, **23**, **120**, **220**, **221**, **222**, **223**, **224**, **225**, **226**, **228**, **230**, **232**, **233**, **237**, **238**, **261**, **268**, **274**, **321**, **322**, **324**, **325**, **330**, **332**, and **337**.

Political theory: **Government 12**, **24**, **26**, **28**, **240**, **241**, **242**, **244**, **245**, **246**, **248**, **249**, **250**, **341**, **346**, and **347**.

International relations: **Government 10**, **11**, **18**, **20**, **23**, **160**, **220**, **222**, **225**, **226**, **228**, **233**, **237**, **238**, **260**, **261**, **263**, **265**, **268**, **270**, **274**, **321**, **324**, **325**, **330**, **337**, **361**, and **363**.

Every major is expected to complete an area of concentration in one of these fields.
The major consists of nine courses, no more than two taken at Level A, and no more than one first-year seminar, and distributed as follows:

1. A field of concentration, selected from the above list, in which at least four courses including one Level C course and no more than one Level A course are taken.
2. At least one course in each of the three fields outside the field of concentration. These courses may be at Levels A, B, or C, though only two Level A courses may count toward the major and no more than one of these may be a first-year seminar.
3. **Government 207, 219, 239, 264, 395, Environmental Studies 240**, while not fulfilling the requirement for any of the four fields of concentration, can be counted toward the total number of courses required for the major or minor.
4. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department. One semester of independent study work may be counted toward the nine-course departmental requirement and the four-course field concentration. Students who hope to graduate with honors in government and legal studies thus normally must complete at least ten courses in the department.
5. To fulfill the major/minor requirements, a grade of C- or better must be earned in a course. Courses taken on a nongraded basis (Credit/D/Fail) may not be used to fulfill major/minor requirements.

Requirements for the Minor in Government and Legal Studies

A minor in government and legal studies consists of five courses from at least three of the departmental fields. No more than two Level A courses and no more than one first-year seminar may count toward the minor.

LEVEL A COURSES

Introductory Seminars

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to sixteen students in each seminar. First-year students are given first priority; sophomores are given second priority. For a description of the following introductory seminars, see First-Year Seminars, pages 149–60.

10b. **The Pursuit of Peace**. Fall 2009. Allen L. Springer.

[**11b**. **The Korean War**.]

18b. **NGOs in Politics**. Spring 2010. Laura A. Henry.

19b. **East Asian Politics: Introductory Seminar**. Fall 2009. Henry C. W. Laurence.
(Same as **Asian Studies 19**.)

[**20b**. **Global Media and Politics**. (Same as **Asian Studies 20**.)]

[**23b**. **Imperialism and Colonialism: Power, Influence, and Inequality in World Politics**.]

[**24b**. **Political Theory and Utopia**. Formerly **Government 104**.]

25b. **American Politics: Representation, Participation, and Power**. Fall 2009. Janet M. Martin.

26b. **Fundamental Questions: Exercises in Political Theory**. Fall 2009. Jean M. Yarbrough.

28b. **Human Being and Citizen**. Fall 2009. Paul N. Franco.
Formerly **Government 108**.

Introductory Lectures

These courses are intended for first-year students and sophomores. Others may take them only with the permission of the instructor.

120b. **Introduction to Comparative Government**. Spring 2010. Ericka A. Albaugh.

Provides a broad introduction to key concepts in comparative politics. Most generally, asks why states are governed differently, both historically and in contemporary politics. Begins by examining foundational texts, including works by Marx, Smith, and Weber. Surveys subfields within comparative politics (the state, regime types, nations and nationalism, party systems, development, and civil society) to familiarize students with major debates and questions.

150b **Introduction to American Government**. Fall 2009. Jeffrey S. Selinger. Spring 2010 Michael M. Franz.

Provides a comprehensive overview of the American political process. Specifically, traces the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, Presidency, courts, and bureaucracy), and its electoral processes (elections, voting, and political parties). Also examines other influences, such as public opinion and the mass media, which fall outside the traditional institutional boundaries, but have an increasingly large effect on political outcomes.

160b. Introduction to International Relations. Fall 2009. Shelley M. Deane.

Provides a broad introduction to the study of international relations. Designed to strike a balance between empirical and historical knowledge and the necessary theoretical understanding and schools of thought in IR. Designed as an introductory course to familiarize students with no prior background in the subject, and recommended for first- and second-year students intending to take upper-level international relations courses.

LEVEL B COURSES

Level B courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. The courses range from the more introductory to the more advanced. Students should consult the individual course descriptions regarding any prerequisites.

201b. Law and Society. Spring 2010. Richard E. Morgan.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

202b. The American Presidency. Spring 2010. Janet M. Martin.

An examination of the presidency in the American political system, including the "road to the White House" (party nomination process and role of the electoral college), advisory systems, the institutional presidency, relations with Congress and the courts, and decision-making in the White House. Drawing upon the instructor's own research and a growing body of literature in this area, the role of women as advisors within the White House and Executive branch, and influence of outside groups on the White House's consideration of "women's issues," especially since 1960, are also topics of discussion.

[**203b. American Political Parties**.]

204b. Congress and the Policy Process. Fall 2009. Janet M. Martin.

An examination of the United States Congress, with a focus on members, leaders, constituent relations, the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, and executive-congressional relations.

[**205b. Campaigns and Elections**.]

206b. Public Policy in the United States. Spring 2010. Jeffrey S. Selinger.

How is public policy in the United States shaped by the political process? How does public policy and state-building define the contours of American politics? Examines the qualitative differences between redistributive, regulatory, and "patronage" policy, and evaluates the impact of public policy on American political development. Readings explore in some detail a number of key policy areas including healthcare, immigration reform, and homeland security.

207b. Building Healthy Communities. Spring 2010. DeWitt John.

Examines efforts by communities and regions to build strong local economies, safeguard important environmental values, protect public health, and address issues of economic and social justice. In many communities, metropolitan areas, and rural regions, state and local government officials work with other leaders to set ambitious goals for economic and environmental sustainability and to develop specific plans for sustainable development. These efforts cross political, institutional, and sectoral barriers, thus challenging and sometimes reshaping state and local politics as well as American federalism. Examines how local leaders can work in complex settings to set goals and mobilize federal, private, and non-profit resources to achieve specific, cross-cutting objectives. (Same as **Environmental Studies 207**.)

Prerequisite: One course in environmental studies or government.

[**208b. Mass Media and American Politics**.]

209b. Introduction to Political Behavior. Fall 2009. Michael M. Franz.

Examines the political behavior of ordinary citizens. Begins with a broad focus on the importance of citizen participation in a democracy, and the debate over how much or how little participation is best. Examines the reasons for citizen (non)participation, and focuses on the effects of campaigns and social capital on different forms of participation.

210b. Constitutional Law I. Every fall. Fall 2009. Richard E. Morgan.

Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

211b. Constitutional Law II: Civil Rights and Liberties. Every spring. Spring 2010. Richard E. Morgan.

Examines questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210**.

[**215b. Urban Politics**.]

[**216b. Maine Politics**.]

219c. Education and Law. Every other year. Fall 2009. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Education 250**.)

220b. The Politics of Development: Poverty, Prosperity, and Political Change. Fall 2009. Ericka A. Albaugh.

Examines the meaning of development from economic and political perspectives. Considers various theories and practices of development that have been applied to newly independent states in Asia, Latin America, and Africa. Investigates why trajectories of economic growth and political stability have been so uneven in different regions of the world. Incorporates views from both external and internal actors on issues such as foreign aid, multilateral institutions, good governance, and democratic participation.

221b. Division and Consensus: The Government and Politics of Ireland. Spring 2010. Shelley M. Deane.

Familiarizes students with the contemporary politics and political history of the two jurisdictions on the Island of Ireland. Provides an understanding of the political institutions in Ireland north and south; studies constitutional and public policy issues such as church and state, while offering the means to critically assess the relevance of social science theories of nationalism, religion, and conflict resolution to the Ireland case.

222b. Politics and Societies in Africa. Fall 2009. Ericka A. Albaugh.

Surveys societies and politics in sub-Saharan Africa, seeking to understand the sources of current conditions and the prospects for political stability and economic growth. Looks briefly at pre-colonial society and colonial influence on state-construction in Africa, and concentrates on three broad phases in Africa's contemporary political development: (1) independence and consolidation of authoritarian rule; (2) economic decline and challenges to authoritarianism; (3) democratization and civil conflict. Presumes no prior knowledge of the region. (Same as **Africana Studies 222**.)

[**223b. The Political Economy of Welfare States in Western Europe**.]

224b. West European Politics. Fall 2009. Laura A. Henry.

Analyzes the dynamics of West European political systems, including the varieties of parliamentary and electoral systems and the formation of governments and lawmaking. Addresses contemporary political challenges in Britain, France, Germany, Italy, and other states, considering topics such as institutional reform, welfare state policies, economic growth and unemployment, immigration, relations with the United States, and other foreign policy concerns. The European Union is not examined, as it is a separate course, **Government 225: The Politics of the European Union**.

225b - IP. The Politics of the European Union. Spring 2010. Laura A. Henry.

Explores the historical foundations, scope, and consequences of European political and economic integration since 1951. Examines how the European Union's supranational political institutions, law, and policies developed and how they affect the domestic politics of member states. Considers challenges faced by the European Union: enlargement to include Eastern European members, the loss of national sovereignty and the "democratic deficit," the creation of a European identity, and the development of a constitution and a coordinated foreign policy.

226b. Middle East Politics. Fall 2009. Shelley M. Deane.

An introduction to the politics of the Middle East region. Begins with a history of the region, focusing on the period since the end of World War I and the collapse of the Ottoman Empire. Proceeds to examine a number of topics of importance in the contemporary politics of the region. Some of the major topics addressed are colonialism and its legacy; nationalism; religion and politics; authoritarianism, democratization, and civil society; ethnicity and sectarianism; regional security and the role of outside powers. Presumes no previous knowledge of the region.

[**228b - IP. Chinese Foreign Policy**. (Same as **Asian Studies 228**.)]

[**230b. Post-Communist Russian Politics and Society**.]

232b - ESD, IP. Japanese Politics and Society. Fall 2009. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as **Asian Studies 282**.)

233b. Advanced Comparative Politics: Government, War, and Society. Every spring. Spring 2010. Christian P. Potholm.

An examination of the forces and processes by which governments and societies approach and wage or avoid wars. The theories and practices of warfare of various political systems will be analyzed and particular attention will be paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

[**237b. The Politics of Ethnicity: Construction and Mobilization of Ethnic Identity Claims.**]

[**238b. The Politics of East Central Europe.**]

[**239b. Comparative Constitutional Law.**]

240b. Classical Political Philosophy. Fall 2009. Jean M. Yarbrough.

A survey of classical political philosophy focusing on Plato's *Apology* and *Republic*, Aristotle's *Politics* and *Nicomachean Ethics*, and St. Augustine's *City of God*. Examines ancient Greek and early Christian reflections on human nature, justice, the best regime, the relationship of the individual to the political community, the relationship of philosophy to politics, democracy, education, and religion.

241b. Modern Political Philosophy. Spring 2010. Paul N. Franco.

A survey of modern political philosophy from Machiavelli to Mill. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors may include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, Hegel, and Mill.

244b. Liberalism and Its Critics. Fall 2009. Paul N. Franco.

An examination of liberal democratic doctrine and of religious, cultural, and radical criticisms of it in the nineteenth century. Authors include Burke, Tocqueville, Mill, Marx, and Nietzsche.

245b. Contemporary Political Philosophy. Spring 2010. Paul N. Franco.

A survey of political philosophy in Europe and the United States since 1945. Examines a broad array of topics, including the revival of political philosophy, relativism, rationalism, contemporary liberal theory, communitarianism, conservatism, multiculturalism, feminism, and postmodernism. Authors may include Strauss, Arendt, Oakeshott, Berlin, Hayek, Rawls, Sandel, Taylor, Walzer, Okin, Habermas, and Foucault.

Prerequisite: One course in political philosophy or permission of the instructor.

[**248b. Statesmanship, Ancient and Modern.**]

[**249b. Eros and Politics.**]

250b. American Political Thought. Spring 2010. Jean M. Yarbrough.

Examines the political thought of American statesmen and writers from the founding to the twentieth century, with special emphasis on three pivotal moments: the Founding, the Crisis of the House Divided, and the growth of the modern welfare state. Readings include the *Federalist Papers*, the Anti-federalists, Jefferson and Hamilton, Calhoun, Lincoln, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and contemporary thinkers on both the right and the left.

255b. Quantitative Analysis in Political Science. Spring 2010. Michael M. Franz.

Examines the use of quantitative methods to study political phenomena. Discusses the nature of empirical thinking and how principles used for years by natural scientists, such as causation and control, have been adopted by social scientists. Introduces what these methods are and how they might be useful in political research, and applies these methods, with particular emphasis on the use of survey data. Using quantitative methods, employs statistical computing software as a research tool, with a focus on effective presentation of data and results. This course might be useful to those who are considering a senior honors project.

260b. International Law. Fall 2009. Allen L. Springer.

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

[**261b. International Security**.]

[**263b. International Environmental Policy**. (Same as **Environmental Studies 263**.)]

264b. Energy, Climate, and Air Quality. Spring 2010. DeWitt John.

Examines how the federal government in the United States, as well as states, communities, businesses, and nonprofits, can address climate change and energy issues. Compares American policies and politics with efforts in other countries and examines the links between American policies and efforts in other nations. (Same as **Environmental Studies 264**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

265b. International Political Economy. Spring 2010. Henry C. W. Laurence.

Examines the politics underlying international economic relationships. Asks why and how it is that countries are sometimes able and sometimes unable to realize the benefits of trade. Looks at the political consequences of international trade and global finance at both the national and international level. Examines conflicts and cooperation in international economic relations and the effects of globalization on social structures, on inequality, and on national sovereignty. No previous experience in economics needed.

[**268b. Bridging Divisions: Ethnonational Conflict Regulation**.]

270b. United States Foreign Policy. Spring 2010. Allen L. Springer.

Examines the development and conduct of United States foreign policy. Analyzes the impact of intragovernmental rivalries, the media, public opinion, and interest groups on the policy-making process, and provides case studies of contemporary foreign policy issues.

[**274b. Arctic Politics**.]

291b–294b. Intermediate Independent Study in Government. The Department.

LEVEL C COURSES

Level C courses provide seniors and juniors with appropriate background the opportunity to do advanced work within a specific subfield. Enrollment is limited to fifteen students in each seminar. Priority is given to senior majors, then junior majors, particularly those with a concentration in the subfield. Sophomores may enroll with permission of the instructor. These courses are not open to first-year students.

303b. The Law and Politics of Freedom of Speech. Fall 2009. Richard E. Morgan.

While focusing primarily on American material, students have the option of choosing speech controversies in other polities as the subject of their seminar papers.

304b. Advanced Seminar in American Politics: Presidential-Congressional Relations. Spring 2010. Janet M. Martin.

Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. Readings consider the relationship between the executive branch and Congress in both the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy.

308b. Money and Politics. Fall 2009. Michael M. Franz.

Considers the historical and contemporary relationship between money and government. In what ways have moneyed interests always had distinctive influences on American politics? Does this threaten the vibrancy of our representative democracy? Are recent controversies over campaign finance reform and lobbying reform signs that American government is in trouble? Reading, writing, and discussion intensive, considers the large academic literature on this subject, as well as the reflections of journalists and political practitioners, with the overall goal of understanding the money/politics relationship in ways that facilitate the evaluation of American democracy.

[**309b. American Political Development.**]

[**321b. Social Protest and Political Change.**]

[**322b. Contentious Politics.**]

324b. Post-Communist Pathways. Fall 2009. Laura A. Henry.

Explores growing political, economic, and cultural diversity within the post-communist region after the enforced homogeneity of the communist era. Considers the essential features of communist regimes and asks why these systems collapsed, before examining more recent developments. What are the factors promoting growing variation in the region? Why have some post-communist states joined the European Union, while others appear mired in authoritarianism? Do the institutional and cultural legacies of communism influence contemporary politics? Twenty years after the collapse of communist regimes in East Central Europe and the Soviet Union, is "post-communism" still a useful concept for social scientists? Examines contemporary scholarship on the sources of change and continuity in the region and offers students the opportunity to undertake individual research projects.

325b. State-Building in Comparative Perspective. Spring 2010. Ericka A. Albaugh.

States form the foundation of modern politics. Comparative government explores their variation; international relations examine their interaction. States can be instruments of oppression or engines of progress, and recent scholarship has focused on their strength, weakness, and failure. This capstone course explores the processes that produced the early modern state in Europe, then looks at more recent attempts to replicate state development in Latin America, Asia, the Middle East, and Africa. The role of war in state formation and the subject of citizenship receives particular attention.

330b. Ending Civil Wars. Spring 2010. Shelley M. Deane.

Considers the means and mechanisms adopted to end civil wars. Examines the nature of post conflict transformation and negotiated settlements. As wars end, peace settlements are varied and complex, often negotiated and agreed, sometimes imposed. Considers associated issues of insecurity, the nature of the settlement reached, the problems of implementation, and third party intervention, along with the dilemmas associated with peacekeeping and enforcement. The transition from war to settlement implementation is considered theoretically and empirically. Historical and contemporary civil wars selected from every continent illuminate the theoretical imperatives associated with implementing peace agreements.

332b. Advanced Seminar in Japanese Politics. Spring 2010. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining, among the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Asian Studies 332**.)

Prerequisite: **Government 232** (same as **Asian Studies 282**).

[**337b**. **Advanced Seminar in Democracy and Development in Asia**. (Same as **Asian Studies 337**.)]

341b. **Advanced Seminar in Political Theory: Tocqueville**. Spring 2010. Jean M. Yarbrough.

More than 150 years after its publication, *Democracy in America* remains the most powerful sympathetic critique of modern liberal democracy ever written. Careful reading of the text and selected secondary sources leads to examination of Tocqueville's analysis of the defects to which the democratic passion for equality gives rise and consideration of possible solutions that, in contrast to the Marxist and Nietzschean critiques, aim at preserving the liberal democratic way of life.

[**346b**. **Nietzsche**.]

361b. **Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution**. Spring 2010. Christian P. Potholm.

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare, as well as by it.

363b. **Advanced Seminar in International Relations: Law, Politics, and the Search for Justice**. Spring 2010. Allen L. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the environmental studies senior seminar requirement. (Same as **Environmental Studies 363**.)

Prerequisite: **Government 260**, **261**, or **263**, or permission of the instructor.

395b. **Advanced Seminar in Environmental Policy and Politics**. Fall 2009. DeWitt John.

Examines a complex current environmental issue in depth. Explores the underlying social, economic, scientific, and cultural dimensions of the issue; reviews how this and related issues have been addressed so far by state and local governments as well as by the federal government; analyzes current policy-making efforts; and suggests lessons from this policy area about the capacity of public institutions to deal effectively with complex issues. Equal attention given to the substance of public policy, the political process, and implementation of past and proposed policies. Focuses primarily on the United States but will consider experiences in other nations as points of comparison and also any relevant international dimensions of the issue. (Same as **Environmental Studies 395**.)

Prerequisite: One course in environmental studies or government, or permission of the instructor.

401b–404b. **Advanced Independent Study and Honors in Government**. The Department.

History

Patrick J. Rael, *Department Chair*
Josephine C. Johnson, *Department Coordinator*

Professors: Olufemi Vaughan (Africana Studies), Allen Wells
Associate Professors: Thomas Conlan (Asian Studies), Dallas G. Denery II, David Gordon, K. Page Herrlinger†, Matthew Klingle (Environmental Studies), Sarah F. McMahon, Patrick J. Rael, Susan L. Tananbaum
Assistant Professors: Connie Y. Chiang (Environmental Studies), David Hecht, Rachel L. Sturman (Asian Studies)
Instructor: Lawrence L. C. Zhang (Asian Studies)
Fellows: Keona K. Ervin (Gender and Women's Studies), Karen Teoh

Requirements for the Major in History

The departmental offerings are divided into the following fields: Africa, East Asia, Europe, Latin America, South Asia, and the United States. Students may, with departmental approval, define fields that differ from those specified above.

The major consists of ten courses, distributed as follows:

1. A primary field of concentration, selected from the above list, in which at least four and no more than five courses are taken. No more than five courses in any region will count toward the major. At least one of the courses in the field of concentration must be a 300-level seminar or a 400-level advanced independent study taken at Bowdoin.

2. One intermediate seminar in any field of history, to be taken at Bowdoin, preferably by the end of the sophomore year. It is recommended that students complete at least one 200-level course prior to taking an intermediate seminar.

3. At least three courses taken from two of the following fields: Africa, East Asia, Latin America, or South Asia.

4. One pre-modern course.

5. No more than two courses numbered below **200** can be counted toward the major; these must be taken prior to the junior year. No more than one such course can count toward the field of concentration.

6. Students must obtain a minimum course grade of C- to receive credit toward the major.

7. Students may not count Credit/D/Fail courses toward the major.

8. Students participating in off-campus study may count no more than one history course per semester toward the history major. In exceptional cases, students may petition to receive credit for more than one course per semester toward the history major. In all cases, a maximum of three history courses taken away from Bowdoin can count toward the history major, but no more than two can count toward the field of concentration.

The program chosen to meet the requirements for the major in history must be approved by a departmental advisor. Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with the departmental advisor, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

With departmental approval, a student may receive credit toward the history major for college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. In the sophomore year, a student who anticipates study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere.

All history majors seeking departmental honors are required to enroll in two semesters of the Honors Program (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. To be eligible to register for Honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Requirements for the Minor in History

The minor consists of five courses. Three courses are to be taken in one field of concentration and two in a subsidiary field; both fields should be chosen from the list specified by the department for a major. Students may not count Credit/D/Fail courses toward the minor. Students participating in off-campus study may count no more than two history courses toward the history minor. This must be approved by a departmental advisor.

Curriculum

Although **first-year seminars and 100-level courses** are designed as introductory courses for students who have not taken college-level courses in history, first-year students and all non-majors may also enroll in any lecture course numbered **200–289**.

Intermediate seminars, listed beginning on page 202, are not open to first-year students. Most of these seminars have a prerequisite of one history course.

Advanced seminars or Problems Courses, listed beginning on page 206, are open to history majors and minors and to other juniors and seniors with sufficient background in the discipline.

First-Year Seminars

The following seminars, designed for first-year students, are introductory in nature. They do not assume that students have a background in the period or the area of the particular seminar topic. The seminars introduce students to the study of historical methods, the examination of particular questions of historical inquiry, and the development of analytical skills in reading and writing. The seminars are based on extensive reading, class discussion, and multiple short, critical essays. Enrollment is limited to sixteen students in each seminar.

For a full description of first-year seminars, see pages 149–60.

10c. Monsters, Marvels, and Messiahs: Europe during the Age of Discovery. Fall 2009. Dallas Denery.

12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2010. Sarah McMahon.

13c. Living in the Sixteenth Century. Fall 2010. Thomas Conlan.
(Same as **Asian Studies 11**.)

14c. The Nuclear Age. Spring 2010. David Hecht.

15c. Frontier Crossings: The Western Experience in American History. Fall 2009. Matthew Klingle.
(Same as **Environmental Studies 15**.)

[**16c. From Montezuma to Bin Laden: Globalization and Its Critics**.]

19c. Bad Girls of the 1950s. Spring 2010. Jennifer Scanlon.
(Same as **Gender and Women's Studies 21**.)

20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2010. Susan Tananbaum.
(Same as **Gender and Women's Studies 20**.)

23c. Writing the Racial Mountain in the Age of Jim Crow. Fall 2009. Keona Ervin.
(Same as **Africana Studies 23** and **Gender and Women's Studies 25**.)

25c. The Civil War in Film. Spring 2010. Patrick Rael.
(Same as **Africana Studies 25**.)

28c. The History of Tea in East Asia. Fall 2009. Lawrence Zhang.
(Same as **Asian Studies 28**.)

Introductory, Intermediate, and Advanced Courses

For intermediate seminars **203**, **210**, **216**, **217**, **222**, **229**, **239**, **240**, **241**, **247**, **249**, **253**, **254**, **269**, **270**, **271**, **279**, **285**, **286**, and advanced problems courses, see pages 206–08.

60c. Introduction to Historical Writing. Spring 2011. Patrick Rael.

Focuses on skills necessary for analytic and critical writing, with special attention to drafting and revision of student essays. Provides practice in basic research and analytical skills required for working in history (and to a lesser degree other social sciences and humanities), and addresses basic grammar problems frequently encountered in college-level essays. Does not count toward the major or minor in history.

125c - ESD, IP. Entering Modernity: European Jewry. Spring 2011. Susan L. Tananbaum.

Explores Jewish life through the lenses of history, religion, and ethnicity and examines the processes by which governments and sections of the Jewish community attempted to incorporate Jews and Judaism into European society. Surveys social and economic transformations of Jews, cultural challenges of modernity, varieties of modern Jewish religious expression, political ideologies, the Holocaust, establishment of Israel, and American Jewry through primary and secondary sources, lectures, films, and class discussions. (Same as **Religion 125**.)

139c. The Civil War Era. Fall 2009. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **Africana Studies 139**.)

140c. War and Society. Fall 2010. Patrick Rael.

Explores the nature of warfare from the fifteenth century to the present. The central premise is that war is a reflection of the societies and cultures that wage it. This notion is tested by examining the development of war-making in Europe and the Americas from the period before the emergence of modern states, through the great period of state formation and nation building, to the present era, when the power of states to wage war in the traditional manner seems seriously undermined. Throughout, emphasis is placed on contact between European and non-European peoples. Students are required to view films every week outside of class.

201c - ESD. History of Ancient Greece: Bronze Age to the Death of Alexander. Fall 2009. Robert Sobak.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.E.) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek "science," philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **Classics 211**.)

202c. Ancient Rome. Every other spring. Spring 2011. Robert Sobak.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multi-culturalism. Introduces different types of sources—literary, epigraphical, archaeological, etc.—for use as historical documents. (Same as **Classics 212**.)

204c. Science, Magic, and Religion. Spring 2010. Dallas Denery.

Traces the origins of the scientific revolution through the interplay between late-antique and medieval religion, magic, and natural philosophy. Particular attention is paid to the conflict between paganism and Christianity, the meaning and function of religious miracles, the rise and persecution of witchcraft, and Renaissance hermeticism. (Same as **Religion 204**.)

Note: This course fulfills the pre-modern requirement for history majors.

[205c - ESD. A History of the Body.]

206c - ESD. Early Modern Europe. Fall 2009. Dallas Denery.

A survey of European culture and society from the later Middle Ages to the origins of the Enlightenment. Topics include the Renaissance, Reformation, and Scientific Revolution.

Note: This course fulfills the pre-modern requirement for history majors.

[207c - ESD. Medieval Europe.]

212c - ESD, IP. "China among Equals": History from Song to Ming, 850–1644. Spring 2010. Lawrence Zhang.

Covers the period from the fall of the Tang dynasty to the end of the Ming, during which China underwent a critical and fundamental transformation from a society dominated by a national aristocratic elite with hereditary rights to one where elites membership became much more fluid. The emergence of competing neighboring states also meant a complete reorientation of how China conducted diplomacy, both with other land-based states and eventually through maritime contacts with Zheng He's expeditions to the West. Neo-Confucianism, developed during the Song dynasty, became not only the dominant philosophy in China but also in East Asia for the next thousand years. This comprehensive survey of China during the medieval and early modern eras includes sub-units on the Mongol empire and other "conquest dynasties." (Same as **Asian Studies 272**.)

Note: This course fulfills the pre-modern requirement for history majors.

[**214c - ESD, IP. City and Country in Roman Culture**. (Same as **Classics 224**.)]

218c - ESD. The History of Russia, 1825–1936. Fall 2011. Page Herrlinger.

Examines major transformations in Russian society, culture, and politics from 1825 to 1936. Among topics explored through novels, autobiographies, film, and other primary documents are life in "Old Regime" Russia, attempts at reform and modernization in the late nineteenth century, the rise of the revolutionary movement and the Revolutions of 1905 and 1917, the building of socialism under the Bolsheviks, and the making of the modern "Soviet system" under Stalin.

219c. Russia's Twentieth Century: Revolution and Beyond. Fall 2010. Page Herrlinger.

Examines major transformations in Russian society, culture, and politics from the Revolutions of 1917 through the fall of the Soviet Empire in 1991. Topics include the building of socialist society under Lenin and Stalin, the political Terror of the 1930s and the expansion of the Gulag system, the experience of World War II, Soviet influence in Central Asia and Eastern Europe, attempts at de-Stalinization under Khrushchev, everyday life under "developed socialism," the period of "glasnost" and "perestroika" under Gorbachev, and the problems of de-Sovietization in the early 1990s.

220c. History of the Holocaust. Spring 2010. Susan Tananbaum.

An analysis of the persistence of anti-Jewish attitudes through history, with an emphasis on the Hitler regime's attempt to destroy European Jews and their culture. Begins with a brief overview of the Greco-Roman world and Medieval Europe, and concludes with an examination of the cultural phenomenon of anti-Semitism and the destruction of European Jewry. Readings focus on primary texts and secondary analysis. Students have the opportunity to develop individual research projects.

221c - IP. History of England, 1485–1688. Fall 2009. Susan Tananbaum.

A survey of the political, cultural, religious, social, and economic history of early modern England, from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics include the Tudor and Stuart Monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

Note: This course fulfills the pre-modern requirement for history majors.

223c - IP. Modern Britain, 1837 to the 1990s. Fall 2010. Susan Tananbaum.

A social history of modern Britain from the rise of urban industrial society in the early nineteenth century to the present. Topics include the impact of the industrial revolution, acculturation of the working classes, the impact of liberalism, the reform movement, and Victorian society. Concludes with an analysis of the domestic impact of the world wars and of contemporary society.

[**224c - ESD, IP. The Modern Middle East: The Palestinian-Israeli Conflict**.]

227c. City and Landscape in Modern Europe. Spring 2010. Jill Pearlman.

Explores the evolution of the built environment in London, Paris, Vienna, and Berlin from the mid-nineteenth century to the present. Focusing on significant moments in the history of these cities, considers a variety of factors as determinants of urban form, including technological developments, industrialization, politics, economics, culture, and design. Topics include the creation of capital cities, natural and public spaces, streets, housing, suburbanization, environmental problems, and current schemes for a sustainable urbanism. (Same as **Environmental Studies 227**.)

230c - ESD. Evolution in America. Spring 2010. David Hecht.

Explores the history and politics of evolution in the United States since Darwin. Evolution has been central to American politics and culture in myriad ways. Examines explicit controversies, such as the Scopes Trial of 1925 and more recent debates over intelligent design, as well as the many ways that it has implicitly but profoundly influenced American culture, most notably in connection with lending credence to ideas of "natural" or "normal" in terms of human behavior, racial classification, or gender and sexual norms. Also explores changing ideas of evolution, in both scientific investigation and popular culture. (Same as **Africana Studies 229**.)

231c - ESD. Social History of Colonial America, 1607–1763. Spring 2010. Sarah McMahon.

A social history of the founding and growth of the colonies in British North America. Explores the difficulties of creating a new society, economy, polity, and culture in an unfamiliar and already inhabited environment; the effects of diverse and often conflicting goals and expectations on the early settlement and development of the colonies; the gradual adaptations and changes in European, Native American, and African cultures, and their separate, combined, and often contested contributions to a new "provincial," increasingly stratified (both socially and economically), and regionally disparate culture; and the later problems of maturity and stability as the thirteen colonies began to outgrow the British imperial system and become a new "American" society.

Note: This course fulfills the pre-modern requirement for history majors.

232c - ESD. History of the American West. Spring 2010. Connie Chiang.

Survey of what came to be called the Western United States from the nineteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the "frontier" myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **Environmental Studies 232**.)

233c - ESD. American Society in the New Nation, 1763–1840. Fall 2010. Sarah McMahon.

A social history of the United States from the Revolution to the Age of Jackson. Topics include the various social, economic, cultural, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the political shape of the new republic; the emergence of and contest over a new social and cultural order and the nature of American "identity"; and the diverging social, economic, and political histories of regions (North, South, and trans-Appalachian West) and peoples in the early to mid-nineteenth century. Topics include urbanization, industrialization, and the development of new forms of social organization in the North; religion and the Second Great Awakening; the westward expansion of the nation into areas already occupied; the southern plantation economy and slave communities; and the growth of the reform impulse in Jacksonian America.

234c - ESD. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Fall 2010. Jennifer Scanlon.

The suburbs, where the majority of the nation's residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous

Middle America. How did the "burbs" come about, and what is their significance in American life? Begins with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. Then explores more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **Gender and Women's Studies 235**.)

236c - ESD. The History of African Americans, 1619–1865. Spring 2010. Patrick Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the establishment of slavery in colonial America, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and the coming of the Civil War and the death of slavery. (Same as **Africana Studies 236**.)

237c - ESD. The History of African Americans from 1865 to the Present. Spring 2011. Patrick Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. (Same as **Africana Studies 237**.)

242c - ESD. Environment and Culture in North American History. Every year. Spring 2010. Matthew Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the "Columbian exchange" and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of "nature"; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. Assignments include a research-based service learning term project. (Same as **Environmental Studies 203**.)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

243c - ESD. History of Black Sexual Politics. Spring 2010. Keona Ervin.

Explores how gender and sexuality function within African American communities in the United States using historical and contemporary case studies. Examines connections between constructions of Black femininity and masculinity, racial identity formation and social inequality against the backdrop of slavery and emancipation, segregation, the Great Depression and World War II, the black freedom struggle, and what many have called the post-civil rights era. Materials include interdisciplinary scholarly texts and articles, films, novels, and music. (Same as **Africana Studies 243**, **Gay and Lesbian Studies 242**, and **Gender and Women's Studies 242**.)

244c - VPA. City, Anti-City, and Utopia: Building Urban America. Fall 2010. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **Environmental Studies 244**.)

[245c - ESD. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. (Same as **Africana Studies 245** and **Gender and Women's Studies 245**.)]

246c - ESD. Women in American History, 1600–1900. Spring 2011. Sarah McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines women's changing roles in both public and private spheres; the circumstances of women's lives as these were shaped by class, ethnic, and racial differences; the recurring conflict between the ideals of womanhood and the realities of women's experience; and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women's rights, and feminism. (Same as **Gender and Women's Studies 251**.)

248c - ESD. Family and Community in American History, 1600–1900. Fall 2009. Sarah McMahon.

Examines the social, economic, and cultural history of American families from 1600 to 1900, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, cultural, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization. (Same as **Gender and Women's Studies 248**.)

252c - IP. Colonial Latin America. Fall 2010. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **Latin American Studies 252**.)

Note: This course fulfills the pre-modern requirement for history majors.

255c - IP. Modern Latin America. Fall 2009. Allen Wells.

Traces the principal economic, social, and political transformations from the wars of independence to the present. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems, and the politics of reform and revolution, and the emergence of social movements. (Same as **Latin American Studies 255**.)

[256c - IP. Environment and Society in Latin America. (Same as **Environmental Studies 256** and **Latin American Studies 256**.)]

258c - IP. Latin American Revolutions. Spring 2010. Allen Wells.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four cases of attempted revolutionary change—Cuba, Chile, Nicaragua, and Guatemala. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country's historical development. (Same as **Latin American Studies 258**.)

[261c - ESD, IP. Modern South Asia. (Same as **Asian Studies 256**.)]

262c - ESD, IP. Africa and the Atlantic World, 1400–1880. Fall 2009. David Gordon.

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. (Same as **Africana Studies 262**.)

Note: This course fulfills the pre-modern requirement for history majors.

263c. Politics and Popular Culture in Twentieth-Century India. Spring 2010. Rachel Sturman.

Examines the new forms of politics and of popular culture that shaped twentieth-century modernity in India. Topics include the emergence of mass politics, ideologies of nationalism and communalism, urbanization and the creation of new publics, violence and popular media, modern visual culture, democracy and social movements, and the politics of development. Focuses on the relationship between new socio-political forms and new technologies of representation and communication. (Same as **Asian Studies 258**.)

264c - ESD, IP. Conquest, Colonialism, and Independence: Africa since 1880. Spring 2010. David Gordon.

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence, mass disenchantment, the rise of the predatory post-colonial state, genocide in the Great Lakes, and the wars of Central Africa. (Same as **Africana Studies 264**.)

266c - IP. History of Mexico. Spring 2011. Allen Wells.

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. (Same as **Latin American Studies 266**.)

268c - ESD. Asian American History, 1850–Present. Fall 2010. Connie Chiang.

Surveys the history of Asian Americans from the mid-nineteenth century to the present. Explores the changing experiences of Asian immigrants and Asian Americans within the larger context of American history. Major topics include immigration and migration, race relations, anti-Asian movements, labor issues, gender relations, family and community formation, resistance and civil rights, and representations of Asian Americans in American popular culture. Readings and course materials include scholarly essays and books, primary documents, novels, memoirs, and films.

273c. Black Women and Slavery in Diasporic Perspective. Spring 2010. Jessica Johnson.

Examines the history of women of African descent during the second period of slavery and slave trading between Africa, the Caribbean, and mainland North America (roughly 1650 to 1888). Focuses on the everyday experiences of women's labor, reproduction, and kinship-building on the plantations and in the cities, of these slaveholding societies and on women's roles in the (re)creation of Afro-Atlantic religious and political culture. Investigates the participation of women in abolition and emancipation movements of the late eighteenth and early nineteenth centuries. A range of issues addressed: How did women of African descent experience life under slavery in contrast to men or women of European, Amerindian, and East Indian descent? How did the lives of enslaved women differ from free women of color in different slave holding societies of the Atlantic world? How did the experience of migration, forced and voluntary, impact the lives of black women and the growth of black societies across the Atlantic African diaspora? Assignments include work by contemporary historians and literary figures, primary source analysis, and student projects on the representation and presentation of women and slavery. (Same as **Africana Studies 265** and **Gender and Women's Studies 273**.)

275c - ESD, IP. The Making of Modern China. Fall 2009. Karen Teoh.

An introduction to the transformation of China's political and social life from the advent of its last dynasty in 1644 to the present. Covers the rise and fall of the Qing dynasty, economic and cultural encounters with the West, Republican government, war with Japan, the Communist revolution, and the People's Republic under Mao Zedong. Also discusses social and economic reforms in post-Mao China, and the global Chinese overseas community. Major themes include political and intellectual trends, the ongoing tension between the center and local society, problems of ethnicity and gender, challenges of modernization, and the (re-)emergence of the world's oldest and largest bureaucratic state as a major power in the twenty-first century. (Same as **Asian Studies 275**.)

276c - IP. The Origins of Imperial China, Prehistory to 900 c.e. Fall 2009. Lawrence Zhang.

Traces the origins and evolution of cultural, economic, and social elements of Chinese imperial statehood. Considers how each successive regime created its own philosophical and political basis for legitimacy and authority. Topics covered include the flowering of philosophy in the fifth century b.c.e., the unification and subsequent disintegration of the Qin and Han empires, the introduction of Buddhism, and the rise and fall of the cosmopolitan Tang dynasty. Various types of evidence, including archaeological finds and material culture, will be examined. (Same as **Asian Studies 276**.)

Note: This course fulfills the pre-modern requirement for history majors.

277c. Trials of the Twentieth Century. Fall 2009. David Hecht.

Uses controversial legal cases to explore changing notions of justice, rights, and equality in twentieth-century America—and the role of media in providing a forum for cultural debate on these and other subjects. Focuses on issues of race, class, science, Cold War politics, activism, and social change. Trials discussed include Sacco & Vanzetti, the Scopes Monkey Trial, the Rosenberg spy case, Roe v. Wade, Watergate, and O. J. Simpson. Uses a variety of primary and secondary sources, such as trial transcripts, news coverage, memoirs, film, and literature.

[**280c - ESD, IP. Imperialism, Nationalism, Human Rights**. (Same as **Asian Studies 230**.)]

282c - ESD, IP. India and the Indian Ocean World. Fall 2009. Rachel Sturman.

Explores the vibrant social world created by movements of people, commodities, and ideas across the contemporary regions of the Middle East, East Africa, South and Southeast Asia from the early spread of Islam through the eighteenth century. Key topics include the formation of communities, pre-modern material cultures, the meanings of conversion and religious change, and the production and transformation of systems of knowledge and modes of social relations in the era before the rise of European colonialism. (Same as **Asian Studies 236**.)

Note: This course fulfills the pre-modern requirement for history majors.

283c - ESD, IP. The Origins of Japanese Culture and Civilization. Fall 2009 and Fall 2010. Thomas Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **Asian Studies 283**.)

Note: This course fulfills the pre-modern requirement for history majors.

284c - ESD, IP. The Emergence of Modern Japan. Spring 2010 and Spring 2011. Thomas Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of late-nineteenth-century industrialization, which resulted in imperialism, international wars, and ultimately, the postwar recovery. (Same as **Asian Studies 284**.)

[**288c - IP. The Cold War**.]

Intermediate Seminars

The following seminars offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and thematic study than is available in the intermediate (200-level) lecture courses. They are intended for majors and non-majors alike, but, because they are advanced intermediate courses, they assume some background in the discipline and may require previous course work in history or the permission of the instructor (see individual course descriptions for prerequisites). Enrollment is limited to sixteen students. The intermediate seminars are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

[**200c. Creating the World: Genesis and Its Interpreters**. (Same as **Religion 200**.)]

203c. Christianity and Islam in West Africa. Spring 2010. Olufemi Vaughan.

Seminar. Explores how Christianity, Islam, and indigenous religious beliefs shaped the formation of modern West African states and societies in the nineteenth and twentieth centuries. Discusses the role of these world and indigenous religious institutions and movements in the transformation of major West African societies in the following important historical themes: (1) religion and state formation in the turbulent nineteenth century; (2) religion and colonialism; (3) religion and decolonization; (4) religion and the post-colonial state; (5) religion and politics in the era of globalization. (Same as **Africana Studies 203**.)

Note: This course fulfills the pre-modern requirement for history majors.

[**208c. The History of History**.]

[**209c. Cultures of Deception: The Court in European History**.]

210c. On the Origins of Modernity. Spring 2010. Dallas Denery.

Seminar. Examines Europe's transition from a pre-modern to an early modern society during the sixteenth and seventeenth centuries. Beginning with an analysis of "secularization" as a historical process, examines the extent to which the Reformation, the Scientific Revolution, and the development of mercantile capitalism contributed to the undoing of traditional social, cultural, and religious structures. Readings will include an array of primary sources, as well as works by Ernst Troeltsh, Hans Blumenberg, and Charles Taylor.

Note: This course fulfills the pre-modern requirement for history majors.

213c. Transnational Africa and Globalization. Spring 2010. Olufemi Vaughan.

Seminar. Drawing on key readings on the historical sociology of transnationalism since World War II, examines how postcolonial African migrations transformed African states and their new transnational populations in Western countries. Discusses what concepts such as the nation state, communal identity, global relations, and security mean in the African context to critically explore complex African transnational experiences and globalization. These dynamic African transnational encounters encourage discussions on homeland and diaspora, tradition and modernity, gender and generation. (Same as **Africana Studies 213**.)

216c. History of African and African Diasporic Political Thought. Fall 2009. Olufemi Vaughan.

Seminar. Will critically discuss some seminal works in African diaspora and African political thought in the nineteenth and twentieth centuries. Organized around global and national currents that will allow students to explore intersections in pan-African, African American, and African political thought in the context of Atlantic and global histories. Seminar topics are divided into three major historic moments. The first will explore major themes on Atlantic slavery and Western thought, notably slavery and racial representation; slavery and capitalism; slavery and democracy. The second will focus on the struggle of African Americans, Africans, and West Indians for freedom in post-Abolition and colonial contexts. Topics discussed within twentieth-century national, regional, and global currents include reconstruction and industrialization; pan-Africanism; new negro; negritude; colonialism; nationalism. Finally, explores pan-African and African encounters in the context of dominant postcolonial themes, namely decolonization; Cold War; state formation; imperialism; African diaspora feminist thought; globalism. Discusses these foundational texts and the political thoughts of major African, African American, and Caribbean intellectuals and activists in their appropriate historical context. (Same as **Africana Studies 216**.)

217c - ESD. The German Experience, 1918–1945. Spring 2011. Page Herrlinger.

Seminar. An in-depth inquiry into the troubled course of German history during the Weimar and Nazi periods. Among the topics explored are the impact of the Great War on culture and society in the 1920s; the rise of National Socialism; the role of race, class, and gender in the transformation of everyday life under Hitler; forms of persecution, collaboration, and resistance during the third Reich; Nazi war aims and the experience of war on the front and at "home," including the Holocaust.

222c - ESD. Family Affairs: Changing Patterns in Europe. Fall 2009. Susan Tananbaum.

Seminar. Explores topics and debates in European family history from the early modern period to the present. Considers the impact of social, political, religious, and economic forces on family structures and functions. Students have an opportunity to complete individual research projects. (Same as **Gender and Women's Studies 225**.)

[**226c - ESD. The City as American History**. (Same as **Gay and Lesbian Studies 266**.)]

229c - ESD. Science, Sex, and Politics. Fall 2009. David Hecht.

Seminar. Examines the intersection of science, sex, and politics in twentieth-century United States history. Issues of sex and sexuality have been contested terrain over the past hundred years, as varying conceptions of gender, morality, and "proper" sexual behavior have become politically and socially controversial. Explores the way that science has impacted these debates—often as a tool by which activists of varying political and intellectual persuasions have attempted to use notions of scientific objectivity and authority to advance their agendas. Explores debates over issues such as birth control, sex education, same-sex marriage, and abortion. (Same as **Gay and Lesbian Studies 229** and **Gender and Women's Studies 230**.)

238c. Reconstruction. Fall 2010. Patrick Rael.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a biracial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention paid to the deeply conflicted ways historians have approached this period over the years. (Same as **Africana Studies 238**.)

Prerequisite: One course in history.

240c - ESD. Only a Game? Sports and Leisure in Europe and America. Spring 2011. Susan Tananbaum.

Seminar. Uses the lens of sport and leisure to analyze cultural and historical trends in modern Europe and the United States. Students read a range of primary and secondary texts exploring race, class, and gender and complete a significant research paper.

Prerequisite: Two courses in history.

241c - ESD, IP. Violence and Non-violence in Twentieth-Century India. Fall 2009. Rachel Sturman.

Seminar. Examines the histories of violence and non-violence that have shaped contemporary India. Considers Gandhi's efforts to develop a theory and practice of non-violence in the context of anti-colonial nationalism, as well as the epic religious violence that ultimately accompanied independence from British colonial rule. Explores the historical relationship between violent and non-violent forms of social protest and social control in the post-colonial era through examination of vivid examples of social and political movements. Considers the recent proliferation of religious violence, and caste- and gender-based atrocities. Draws on history, literature, documentary film, and film drama to consider how such violence and non-violence have been remembered and memorialized, and their legacies for Indian society. (Same as **Asian Studies 239**.)

Prerequisite: One course in history or permission of the instructor.

247c. Maine: A Community and Environmental History. Spring 2011. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **Environmental Studies 247**.)

Prerequisite: One course in history or permission of the instructor.

249c. History of Women's Voices in America. Spring 2010. Sarah McMahon.

Seminar. Examines women's voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels, essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **Gender and Women's Studies 249**.)

Prerequisite: One course in history.

[250c - ESD. California Dreamin': A History of the Golden State. (Same as **Environmental Studies 250**.)]

[251c. United States in the Nineteenth Century.]

253c. The United States and Latin America: Tempestuous Neighbors. Fall 2009. Allen Wells.

Seminar. Examines scholarship on the evolution of United States-Latin American relations since Independence. Topics include the Monroe Doctrine, commercial relations, interventionism, Pan Americanism, immigration, and revolutionary movements during the Cold War. (Same as **Latin American Studies 253**.)

254c. Contemporary Argentina. Fall 2010. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **Latin American Studies 254**.)

[267c - IP. African Environmental History. (Same as **Africana Studies 267** and **Environmental Studies 268**.)]

269c - ESD, IP. After Apartheid: South African History and Historiography. Fall 2009. David Gordon.

Seminar. Investigates the diverse representations and uses of the past in South Africa. Begins with the difficulties in developing a critical and conciliatory version of the past in post-apartheid South Africa during and after the much-discussed Truth and Reconciliation Commission. Then turns to diverse historical episodes and sites of memory from the Great Trek to the inauguration of Nelson Mandela to explore issues of identity and memory from the perspectives of South Africa's various peoples. (Same as **Africana Studies 269**.)

270c. Atlantic Antislavery. Fall 2009. Patrick Rael.

Seminar. The slavery that emerged with the expansion of European powers in the New World was historically unique—a form more exploitative and capitalistic than any seen before. Paradoxically, it was this same Atlantic world that bred the ideas of universal human liberty that led to slavery's demise. Explores this conundrum and examines the movements in the Atlantic world dedicated to abolishing slavery in the Atlantic basin in the eighteenth and nineteenth centuries. Considers the foundations of antislavery thought, the abolition of the slave trade, the relationship between capitalism and abolitionism, the role of African American protest, the emergence of immediatism in America, the progress of Atlantic emancipations, and the historical memory of antislavery. Intensive engagement with historical arguments on this topic. (Same as **Africana Studies 274**.)

271c - ESD, IP. The Global Migration of the Overseas Chinese. Spring 2010. Karen Teoh.

Seminar. Explores the history of Chinese migration in its global context from the sixteenth century onwards. Examines the internal roots of emigration in China, the interactions of migrants with their host societies and local populations, processes of cultural adaptation and assimilation, and the significance of migration and the overseas Chinese for concepts of Chinese identity. Focuses on Southeast Asia and North America, but also looks at Western Europe, South America, and elsewhere. While studying the implications of Chinese migration in specific locations, attends to transnational or cross-border networks, and interrogates concepts of ethnicity, nationality, and diaspora. (Same as **Asian Studies 270**.)

Prerequisite: One course in history or permission of the instructor.

279c - ESD. IP. Rebellions and Revolutions in Nineteenth- and Twentieth-Century China. Spring 2010. Lawrence Zhang.

Seminar. Mass uprisings have been political and social crucibles throughout the history of China, causing not only "regime changes," as slated in contemporary terms, but also radical shifts in the cultural dynamics of Chinese society, as evident in class hierarchy, distribution of material resources, and expressions of personal and collective rights. Explores several of these pivotal moments, including millenarian movements such as the Taiping Rebellion in the Chinese heartland and the Muslim holy wars in the western borderlands during the nineteenth century; political transitions such as the 1911 Republican Revolution and the 1949 Communist Revolution; and movements introducing new social and cultural norms such as the May Fourth Movement and the Cultural Revolution. Students revisit the question of how the concepts of "rebellion" and "revolution" are simultaneously similar and different. One course in Asian history is recommended. (Same as **Asian Studies 279**.)

Prerequisite: One course in history.

[**281c - IP. The Courtly Society of Heian Japan**. (Same as **Asian Studies 281**.)]

285c - IP. Conquests and Heroes. Spring 2010. Thomas Conlan.

Seminar. Examines the experience of war in China, Japan, and Europe in order to ascertain the degree to which war is a culturally specific act. Explores narratives of battle and investigates "heroic" qualities of European, Chinese, and Japanese figures. A secondary theme constitutes an examination of the impact the thirteenth-century Mongol Invasions had on each of these military cultures. (Same as **Asian Studies 285**.)

Note: This course fulfills the pre-modern requirement for history majors.

286c - IP. Japan and the World. Fall 2009. Thomas Conlan.

Seminar. Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and cultures in East Asia. (Same as **Asian Studies 286**.)

Note: This course fulfills the pre-modern requirement for history majors.

[**289c - ESD. Home: A History of Housing in North America, 1850–2000**. (Same as **Environmental Studies 340**.)]

Advanced Seminars

The 300-level problems courses in history engage students in the close investigation of certain historical "problems." Following a critical reading and discussion of representative primary and secondary sources, with attention to issues of methodology and interpretation, students develop an independent, primary research topic related to the central problem of the course, which culminates in an analytical essay of substantial length. Sufficient background in the discipline and field is assumed, the extent of it depending on whether these courses build upon courses found elsewhere in the history curriculum. Enrollment is limited to sixteen students. Majors in fields other than history are encouraged to consider these seminars.

Problems in European History

[**307c - Topics in Medieval and Early Modern European History**.]

311c - Experiments in Totalitarianism: Nazi Germany and Soviet Russia. Fall 2010. Page Herrlinger.

Compares and contrasts the nature of society and culture under two of the twentieth century's most "totalitarian" regimes—fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russia is strongly recommended, and students may focus their research project on either country, or a comparison of both.

Problems in British History

322c. Race, Gender, and Ethnicity in British and European Society. Spring 2010. Susan Tananbaum.

An analysis of cultural traditions in Britain and Europe. Explores the impact of immigration on Britain and the Continent, notions of cultural pluralism, and the changing definitions and implications of gender in Britain and Europe from the late eighteenth century to the present. Students undertake a major research project utilizing primary sources. (Same as **Gender and Women's Studies 322**.)

Problems in American History

332c. Community in America, 1600–1900. Fall 2009. Sarah McMahon.

Explores the ideals and the social, economic, and cultural realities of community in American history, focusing on change, continuity, and racial, ethnic, and socio-economic diversity in community experience from the seventeenth through the nineteenth centuries. Examines the formation of new communities on a "frontier" that began on the Atlantic seaboard and gradually moved westward across the continent; the attempts to create alternative communities either separate from or contained within established communities; and the changing face of community that accompanied cultural diversity, expansion, modernization, urbanization, and suburbanization.

[335c. Science and Society in Twentieth-Century America.]

[336c. Research in Nineteenth-Century United States History. (Same as **Africana Studies 336**.)]

Problems in Latin American History

349c. The Americas as Crossroads: Transnational Histories. Spring 2010. Matthew Klingle and Allen Wells.

An examination of the transnational history of North and South America over the past five hundred years. Students explore this through directed readings on specific themes including exploration and imperial conquest, trade, migration, labor, warfare, and biological exchange, culminating in an original research paper, based on primary and secondary source research, to meet the requirements of their major. (Same as **Environmental Studies 349** and **Latin American Studies 349**.)

[351c. The Mexican Revolution. (Same as **Latin American Studies 352**.)]

356c. The Cuban Revolution. Spring 2010. Allen Wells.

The Cuban Revolution recently celebrated its fiftieth anniversary. Offers a retrospective of a Revolution entering "middle age" and its prospects for the future. Topics include United States-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **Latin American Studies 356**.)

Problems in African History

361c. The Political Imagination in African History. Spring 2010. David Gordon.

Explores African conceptions of politics from the sixteenth to the twentieth century. Themes covered include African ancestral traditions, political movements during European colonialism, ethnic politics, alternative forms of sovereignty, religion and power, and debates over democratization. Students are required to write an original research paper. (Same as **Africana Studies 361**.)

Problems in Asian History

364c. The Politics of Inequality in Modern South Asian History. Spring 2010. Rachel Sturman.

An examination of how South Asians have conceptualized innate social differences (e.g., race, caste, religion, ethnicity, gender) as well as labor and poverty, and how they have put these ideas into practice during the past two centuries. Topics include histories of race, labor, sexuality, and citizenship under British imperialism and global capitalism; the emergence and vicissitudes of the concept of minority; and modern anti-caste struggles. Following a survey of major recent scholarship in the field, students pursue projects of their own design, culminating in a substantial original research paper. A prior course in South Asian history is recommended. (Same as **Asian Studies 364**.)

380c. The Warrior Culture of Japan. Spring 2011. Thomas Conlan.

Explores the "rise" of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan's military "rule" and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **Asian Studies 380**.)

Prerequisite: **Asian Studies 283** (same as **History 283**) or **284** (same as **History 284**), or permission of the instructor.

Note: This course fulfills the pre-modern requirement for history majors.

Independent Study and Honors in History

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

451c–452c. Honors Seminar. Every year. The Department.

Interdisciplinary Majors

A student may, with the approval of the departments concerned and the Recording Committee, design an interdisciplinary major to meet an individual, cultural, or professional objective.

Bowdoin has nine interdisciplinary major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. These programs are in art history and archaeology, art history and visual arts, chemical physics, computer science and mathematics, English and theater, Eurasian and East European studies, geology and chemistry, geology and physics, and mathematics and economics. A student wishing to pursue one of these majors needs the approval of the departments concerned.

Art History and Archaeology

Requirements

1. **Art History 100**; one of **Art History 213**, **214**, or **215**; **Art History 222**; and one of **Art History 302** through **388**; **Archaeology 101** (same as **Art History 209**), **102** (same as **Art History 210**), and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388**.
3. One of the following: **Classics 101**, **211** (same as **History 201**), **212** (same as **History 202**), or **291** (Independent Study in Ancient History); **Philosophy 111**; or an appropriate course in religion at the 200 level.
4. Either **Art History 401** or **Archaeology 401**.

Art History and Visual Arts

Requirements

1. Art History: **100**; one course in African, Asian, or pre-Columbian art history numbered **103** or higher; four additional courses numbered **200** or higher; and one 300-level seminar.
2. Visual Arts: **150**, and either **180**, **190**, or **195**; plus four other courses in the visual arts, no more than one of which may be an Independent Study.

Chemical Physics

Requirements

1. **Chemistry 109**, **251**; **Mathematics 161**, **171**, and **181**; **Physics 103**, **104**, **223**, and **229**.
2. Either **Chemistry 252** or **Physics 310**.
3. Two courses from **Chemistry 310**, **340**, or approved topics in **401** or **402**; **Physics 251**, **300**, **320**, **357** (same as **Environmental Studies 357** and **Geology 357**), or approved topics in **401**, **402**, **451**, or **452**. At least one of these must at the 300 level or above. Other possible electives may be feasible; interested students should check with the departments.

Computer Science and Mathematics

Requirements

1. **Computer Science 101** and **210**.
2. **Mathematics 181**, **200**, and **201**.
3. **Computer Science 231** and **289**.
4. Two additional Computer Science courses from: **270**, any 300-level, and **401**.
5. Two additional Mathematics courses from: **204** (same as **Biology 174**), **224**, **225**, **229**, **244**, **258**, **262**, **264**, **265**, and **401**.

Independent study (**291**) may be applied to the major upon approval of the appropriate department.

English and Theater

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed, with a significant emphasis on the critical study of drama and literature. Students of English and theater may blend introductory and advanced course work in both fields, while maintaining flexibility in the focus of their work. Honors theses in English and theater are listed as honors in English and theater, rather than in either field individually. Students completing an honors project should be guided by faculty in both fields. Students who decide to take this major are encouraged to work with advisors in both fields. Students wishing to study abroad are allowed to count two courses in approved study away programs such as the National Theater Institute or elsewhere toward the requirements for the major.

Requirements

1. An English first-year seminar or 100-level course.
2. One 100-level theater course, preferably **Theater 120**.
3. Three theater courses from the following: **101**, **130** (same as **Dance 130**), **145** (same as **Dance 145**), **150** (same as **Dance 150**), **201** (same as **Dance 201**), **220**, **225**, **240** (same as **Dance 240**), **260** (same as **English 214**), or **270**.
4. One course from **English 210** (same as **Theater 210**), **211** (same as **Theater 211**), or **212** (same as **Theater 212**); one course from **English 223** (same as **Theater 223**) or **230** (same as **Theater 230**).
5. One course in modern drama, either **English 246** (same as **Gender and Women's Studies 262** and **Theater 262**), or its equivalent in another department.
6. One 300-level course in theater, and one 300-level English seminar.
7. One elective in English and one elective in theater or dance at the 200 level or higher.

Eurasian and East European Studies

The interdisciplinary major in Eurasian and East European Studies combines the study of the Russian language with related courses in anthropology, economics, German, government, history, music, and gender and women's studies. The major emphasizes the common aspects of the geo-political area of Eurasia and East Europe, including the European and Asian countries of the former USSR, East Central Europe, and the Balkans. The Eurasian and East European Studies (EEES) major allows students to focus their study on one cultural, social, political or historical topic, illuminating the interrelated linkages of these countries.

In the past, students studying Russian have had double majors in the above disciplines. This major combines these fields into a study of one common theme, in order to provide a multi-disciplinary introduction to the larger region, while allowing for an in-depth study of the student's specific geographical area of choice. EEES independent study allows an interested student to work with a faculty member(s) in order to merge introductory and advanced course work into a focused and disciplined research project. Course work in the Russian language or other regional languages is expected to start as early as possible in the student's academic career.

Careful advising and consultation with EEES faculty members is essential to plan a student's four-year program, taking into consideration course prerequisites, the rotation of courses, and/or sabbatical or research leaves. Independent study allows a student to conduct interdisciplinary research under the careful guidance of two or more advisers or readers.

Requirements

1. Two years of Russian (**Russian 101**, **102**, **203**, **204**), or the equivalent in another language (i.e., Bulgarian, Polish, Serbian/Croatian, etc.).

2. Four courses from the concentration core courses after consultation with EEES faculty. At least one course should be at the 200 level and one at the 300 level or above. Upon petition to EEES faculty, a student completing the EEES concentration can satisfy the requirement by substituting a course from the complementary list of Russian courses (listed below) or through independent studies in those cases in which (1) faculty members are on sabbatical leave, (2) the course is not rotated often enough, (3) a course is withdrawn (as when a faculty member leaves), and/or (4) a new, related course is offered on a one-time-only basis.

3. Any two courses outside the EEES concentration to be selected from the complementary list below, one at the 200 and one at the 300 level, or above. With approval of an EEES faculty member, requirements (2) and (3) may be fulfilled in part by an independent study in the concentration or in the area of complementary courses.

4. Only one introductory course or first-year seminar may count toward the major.

5. An honors project in either concentration requires two semesters of independent study for a total of eleven courses in the major. EEES offers three levels of honors.

6. Off-campus study at an approved program is strongly recommended. Up to three courses in an approved program may be counted toward the major.

7. If students choose a double major in EEES and Russian, only the first two years of language (**Russian 101**, **102**, **203**, and **204**) may be double counted. No other courses may be double counted.

EEES Concentration Core and Complementary Courses beyond Russian 204

A. Concentration in Russian/East European Politics, Economics, History, Sociology, and Anthropology.

Core courses:

Economics 221b - MCSR. Marxian Political Economy

Gender and Women's Studies 218b - IP. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century

[**Government 230b. Post-Communist Russian Politics and Society**]

Government 324b. Post-Communist Pathways

History 219c. Russia's Twentieth Century: Revolution and Beyond

History 311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia

B. Complementary courses in Eurasian and East European Literature and Culture:

German 151c - ESD. The Literary Imagination and the Holocaust

German 317c - IP. German Literature and Culture since 1945

Music 273c - VPA. Chorus (when content applies)

Russian 220c - IP. Nineteenth-Century Russian Literature

Russian 221c - IP, VPA. Soviet Worker Bees, Revolution, and Red Love in Russian Film (same as **Gender and Women's Studies 220**)

Russian 223c. Dostoevsky and the Novel (same as **Gender and Women's Studies 221**)

Russian 224c. Dostoevsky or Tolstoy (same as **Gender and Women's Studies 217**)

Russian 251c - IP, VPA. Russia's "Others": Siberia and Central Asia through Film and Literature (same as **Gender and Women's Studies 243**)

Courses in Russian:

Russian 22c. "It Happens Rarely, Maybe, but It Does Happen"—Fantasy and Satire in East Central Europe

Russian 307c. Russian Folk Culture

Russian 309c. Nineteenth-Century Russian Literature

Russian 310c. Modern Russian Literature

Russian 316c. Russian Poetry

Geology and Chemistry

Requirements

1. **Chemistry 109** and four courses from the following: **Chemistry 205** (same as **Environmental Studies 205** and **Geology 205**), **210**, **225**, **226**, **240**, **251**, and approved advanced courses.
2. **Geology 101**, **202**, and **262**.
3. Two courses from the following: **Geology 220**, **267**, and **275** (same as **Environmental Studies 275**).
4. **Physics 103** and **Mathematics 161** and **171**.

There are many different emphases a student can give to this major, depending on his or her interests. For this reason, the student should consult with the geology and chemistry departments in selecting electives.

Geology and Physics

Requirements

1. **Chemistry 109**; **Geology 101**, **202**, **241**, **265**; **Mathematics 161**, **171**; **Physics 103**, **104**, and **223**.
2. Either **Physics 257** (same as **Environmental Studies 253** and **Geology 257**) or **300**.
3. Three additional courses, 200-level or above, in geology and/or physics.

Mathematics and Economics

Requirements

1. Six courses in mathematics as follows: **Mathematics 181**, **201**, **225**, **265**; and two of **Mathematics 224**, **229**, **264**, **304**.
2. Either **Computer Science 210** or **Mathematics 235**, **244**, or **305**.
3. Four courses in economics with a grade of C- or better, as follows: **Economics 255**, **256**, **316**, and one other 300-level course.

Interdisciplinary Studies

101c. Elementary Arabic I. Fall 2009. Russell Hopley.

An introductory course that presumes no previous knowledge of Arabic. Students begin to acquire an integrated command of speaking, reading, writing, and listening skills in Modern Standard Arabic. Some exposure to Egyptian Colloquial Arabic as well. Class sessions conducted primarily in Arabic.

102c. Elementary Arabic II. Spring 2010. Russell Hopley.

A continuation of Elementary Arabic I, focuses on further developing students' skills in speaking, listening, comprehending, writing, and reading Modern Standard Arabic.

Prerequisite: **Interdisciplinary Studies 101**.

203c. Intermediate Arabic I. Fall 2009. Russell Hopley.

A continuation of first-year Arabic, aiming to enhance proficiency in listening, speaking, reading, and writing through the study of more elaborate grammar structures and exposure to more sophisticated, authentic texts.

Prerequisite: **Interdisciplinary Studies 102**.

204c. Intermediate Arabic II. Spring 2010. Russell Hopley.

A continuation of Intermediate Arabic I, provides students with a more in-depth understanding of Modern Standard Arabic. Aims to enhance proficiency in speaking, listening, reading, and writing through the study of more elaborate grammatical structures and sophisticated, authentic texts. Textbook material supplemented by readings from the Qur'an, the hadith, and early Arabic poetry.

Prerequisite: **Interdisciplinary Studies 203**.

220. Leaders and Leadership. Spring 2010. Angus S. King.

A study of the concept, principles, practice, and significance of leadership. Content is presented through case studies intended to illustrate and illuminate various characteristics of leaders and their constituencies. Abraham Lincoln, Eleanor Roosevelt, Winston Churchill, Joshua Chamberlain, Margaret Thatcher, Martin Luther King, and Ernest Shackleton are among those studied. "An army of deer led by a lion is more to be feared than an army of lions led by a deer."

240b. Maine Social Research. Fall 2009 and Spring 2010. Craig McEwen.

A hands-on, semester-long research experience in the local community. Students design and carry out research on elements of longer-term research projects focused on affordable housing, homelessness, health, hunger, and economic insecurity in the Brunswick-Topsham area in coordination with local agencies. Emphasizes qualitative research methodologies, but could include quantitative analysis, observation, and analysis of available data and historical records. Students with methodological training in a variety of disciplines are welcome. May be repeated for credit with permission of the instructor.

Prerequisite: One of the following: **Anthropology 201**, **Economics 257**, **Education 203**, **Psychology 251**, or **Sociology 201**, or permission of the instructor.

Latin American Studies

Enrique Yepes, *Program Director*
Emily C. Briley, *Program Coordinator*

Contributing Faculty: Joe Bandy†, Nadia V. Celis, Mariana M. Cruz, Elena M. Cueto-Asín, Julian P. Diaz†, Gustavo Faverón-Patriau, Marie Sarita Gaytán, Matthew Klingle, Karen Lindo, Stephen J. Meardon, Anthony W. Perman, John H. Turner, Esmeralda A. Ulloa, Krista E. Van Vleet†, Margaret Hanétha Vété-Congolo, Susan E. Wegner, Allen Wells, Eugenia Wheelwright†, Nathaniel T. Wheelwright†, Carolyn Wolfenzon, Enrique Yepes

Latin American Studies is an integrated interdisciplinary program that explores the cultural heritage of Mesoamerica, the Caribbean, and South America. Its multidisciplinary approach is designed to bring the scholarly methods and perspectives of several disciplines together in fostering increased understanding of Latin America's history, political and economic realities, cultural diversity, and a range of aesthetic expression. Competence in Spanish (or another appropriate language such as French or Portuguese, with the approval of the administering committee) is required, and it is recommended that students participate in a study-away program in Latin America.

Requirements for the Major in Latin American Studies

The major in Latin American Studies consists of nine courses.

1. One of the following: **Latin American Studies 209, Introduction to Hispanic Studies: Poetry and Theater** (same as **Spanish 209**); **Latin American Studies 210, Introduction Hispanic Studies: Essay and Narrative** (same as **Spanish 210**).

2. Two of the following courses:
   a. **Latin American Studies 252, Colonial Latin America** (same as **History 252**), or **Latin American Studies 255, Modern Latin America** (same as **History 255**).
   b. A 200-level course in anthropology or sociology focused on Latin America.

3. A concentration of four additional courses centered on a particular geographic region (Andean region, Caribbean, Mesoamerica, Southern Cone, etc.) or theme (colonization, cultural hybridity, indigenous cultures, globalization, development issues, gender relations, etc.). The four-course concentration will be selected by each major in consultation with the faculty in Latin American Studies. The courses for the concentration should be primarily at the 200 or 300 level.

4. An elective course in Latin American Studies, outside of the student's area of concentration.

5. In the senior year, each major will have the option of completing:
   a. a one- or two-semester independent study project or honors thesis, or
   b. a 300-level seminar approved for Latin American Studies credit.

A maximum of three courses from off-campus study programs may count toward the major with the approval of the director of Latin American Studies. Courses in which D or Credit (CR) grades are received will not count toward the major.

Requirements for the Minor in Latin American Studies

The minor consists of at least one Spanish course at Bowdoin beyond **204** (or another appropriate language), **Latin American Studies 255, Modern Latin America** (same as

History 255); and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval of a written prospectus of the project by the director of Latin American Studies. Courses in which D or Credit (CR) grades are received will not count toward the minor.

Program Honors

Students contemplating honors candidacy must have established records of A and B in program course offerings and present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

Introductory, Intermediate, and Advanced Courses

[**130c - IP**. **Introduction to the Arts of Ancient Mexico and Peru**. (Same as **Art History 130**.)]

205c. **Advanced Spanish**. Every semester. Fall 2009. ELENA CUETO-ASÍN, JOHN TURNER, AND ENRIQUE YEPES. Spring 2010. ELENA CUETO-ASIN.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Spanish 205**.)

Prerequisite: **Spanish 204** or placement.

206c - ESD, IP. **Francophone Cultures**. Every fall. Fall 2009. KAREN LINDO AND HANÉTHA VÉTÉ-CONGOLO.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films. Conducted in French. (Same as **Africana Studies 207** and **French 207**.)

Prerequisite: **French 205** or permission of the instructor.

209c - IP. **Introduction to Hispanic Studies: Poetry and Theater**. Fall 2009. JOHN TURNER. Spring 2010. GUSTAVO FAVERÓN-PATRIAU AND ENRIQUE YEPES.

A chronological introduction to the cultural production of the Spanish-speaking world from Pre-Columbian times to the present, with particular emphasis on the analysis of poetry and theater. Examines major literary works and movements in their historical and cultural context. One weekly workshop with assistant in addition to class time. Conducted in Spanish. (Same as **Spanish 209**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

210c - IP. **Introduction to Hispanic Studies: Essay and Narrative**. Fall 2009. CAROLYN WOLFENZON. Spring 2010. NADIA CELIS AND ELENA CUETO-ASÍN.

A chronological introduction to the cultural production of the Spanish-speaking world from Pre-Columbian times to the present, with particular emphasis on the analysis of essay and narrative. Examines major literary works and movements in their historical and cultural context. (Same as **Spanish 210**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

216b - ESD. Food, Culture, and Society. Fall 2009. Marie Sarita Gaytán.

Food has economical, cultural, and social significance beyond its importance as a source of sustenance. Examines individual and group relationships to food and employs them as rich lenses through which to study political arrangements, concepts of community, and expressions of identity. Readings examine the ways in which what, when, how, and with whom people eat enforces structures of inequality, establishes the roots of social solidarity, and creates the potential for social change. Case studies include Milk, Chicken, Coffee, and Tequila. (Same as **Sociology 216**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

[**225b - IP. Globalization and Social Change**. (Same as **Sociology 225**.)]

226b - IP. Political Economy of Pan-Americanism. Fall 2009. Stephen Meardon.

Examines programs for economic and political integration of the Americas from the early nineteenth century to the present. Surveys the material and ideological motives for Pan-Americanism from the Congress of Panama (1826) to the Organization of American States (1948), the draft of a Free Trade Area of the Americas (2001), and beyond. Different forms of integration are evaluated in light of historical consequences and economic ideas. (Same as **Economics 226**.)

Prerequisite: **Economics 101**.

230c. Latinos and Latinas in the United States: Critical Perspectives on Identity, Migration, Education, and Politics. Fall 2009. Mariana Cruz.

Explores the experiences of Latino/as, the fastest growing minority group in the United States, from a critical lens that centers four important themes: identity, migration, education, and politics. Questions explored include: Who are the "Latino/as" in the United States? What are the differences between Hispanics, Latino/as, Latin Americans, and Chicano/as? What are the racial, ethnic, cultural, linguistic, gendered, political, historical, citizenship, and geographic differences among the populations that fall under these ethnic categories? What are the experiences of Latino/as in United States schools? How might educators, activists, and policymakers engage these questions in order to better understand and serve Latino/as a whole? (Same as **Education 230**.)

[**235b. The Economy of Latin America**. (Same as **Economics 225**.)]

[**237b - ESD, IP. Gender and Family in Latin America**. (Same as **Anthropology 237** and **Gender and Women's Studies 237**.)]

[**238b. Culture and Power in the Andes**. (Same as **Anthropology 238**.)]

252c - IP. Colonial Latin America. Fall 2010. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **History 252**.)

Note: This course fulfills the pre-modern requirement for history majors.

253c. The United States and Latin America: Tempestuous Neighbors. Fall 2009. Allen Wells.

Seminar. Examines scholarship on the evolution of United States-Latin American relations since Independence. Topics include the Monroe Doctrine; commercial relations;

interventionism; Pan Americanism; immigration; and revolutionary movements during the Cold War. (Same as **History 253**.)

254c. **Contemporary Argentina**. Fall 2010. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **History 254**.)

255c - IP. **Modern Latin America**. Fall 2009. Allen Wells.

Traces the principal economic, social, and political transformations from the wars of independence to the present. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems, and the politics of reform and revolution, and the emergence of social movements. (Same as **History 255**.)

[**256c - IP**. **Environment and Society in Latin America**. (Same as **Environmental Studies 256** and **History 256**.)]

258c - IP. **Latin American Revolutions**. Spring 2010. Allen Wells.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four cases of attempted revolutionary change—Cuba, Chile, Nicaragua, and Guatemala. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country's historical development. (Same as **History 258**.)

266c - IP. **History of Mexico**. Spring 2011. Allen Wells.

A survey of Mexican history from pre-Columbian times to the present. Topics include the evolving character of indigenous societies, the nature of the Encounter, the colonial legacy, the chaotic nineteenth century, the Mexican Revolution, and United States-Mexican relations. Contemporary problems are also addressed. (Same as **History 266**.)

315c. **Engaging Neruda's *Canto General***. Fall 2009. Enrique Yepes.

Delves into Latin America's most renowned twentieth-century epic poem as it engages history, geography, aesthetics, subjectivity, gender, and a post-colonial gaze. Close reading of the book meshes with the study of its intellectual breeding ground and follow-up in diverse media. Examines precursors, enthusiasts, and challengers in poetry by Alonso de Ercilla, Andrés Bello, Ernesto Cardenal, Martín Adán, and Elicura Chihuailaf; in visual arts by the Mexican muralists and Martín Chambi; in music by Silvestre Revueltas, Peter Schat, and the Nueva Canción movement; and in narrative by Hernán Cortés and Eduardo Galeano, among others. Conducted in Spanish. (Same as **Spanish 315**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

318c. **A Journey around Macondo: García Márquez and His Contemporaries**. Fall 2009. Nadia Celis.

Studies the main topics, techniques, and contributions of Colombian Nobel Prize winner Gabriel García Márquez as presented in *One Hundred Years of Solitude*. Explores the actual locations, social, and cultural trends that inspired the creation of Macondo, the so-called "village of the world" where the novel takes place, and the universal themes to which this imaginary town relates. His work is read in connection with other contemporary writers who were part of the intellectual climate in which the novel was written, such as José Félix Fuenmayor, Álvaro Cepeda Samudio, and Héctor Rojas Herazo. Conducted in Spanish. (Same as **Spanish 318**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

319c. Letters from the Asylum: Madness and Representation in Latin American Fiction. Fall 2009. Gustavo Faverón-Patriau.

Explores the concept of madness and the varying ways in which mental illness has been represented in twentieth-century Latin American fiction. Readings include short stories and novels dealing with the issues of schizophrenia, paranoia, and psychotic behavior by authors such as Horacio Quiroga, Jorge Luis Borges, Cristina Rivera Garza, and Carlos Fuentes. Also studies the ways in which certain authors draw from the language and symptoms of schizophrenia and paranoia in order to construct the narrative structure of their works and in order to enhance their representation of social, political, and historical conjunctures. Authors include Diamela Eltit, Ricardo Piglia, César Aira, and Roberto Bolaño. (Same as **Spanish 319**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

[**320c. Beyond Sea, Sun, and Sugar: Thinking and Writing the Hispanic Caribbean.** (Same as **Spanish 320**.)]

[**323c. The War of the (Latin American) Worlds.** (Same as **Spanish 323**.)]

[**324c. Empirical Africa: Exoticism, Race, and Gender.** (Same as **Africana Studies 324** and **French 324**.)]

[**326c. A Body "of One's Own": Latina and Caribbean Women Writers.** (Same as **Gender and Women's Studies 326** and **Spanish 326**.)]

[**332c. Poetry and Social Activism in Latin America.** (Same as **Spanish 332**.)]

[**335c. Conquest and Sovereignty in Latin American Literature.** (Same as **Spanish 335**.)]

[**336c. Reading Images: Intersections of Art, Film, and Literature in Contemporary Latin America.** (Same as **Spanish 336**.)]

[**338c. Shining Path and the End of the World.** (Same as **Spanish 338**.)]

[**340c. River Plate Writers.** (Same as **Spanish 340**.)]

[**341c. Colonial Experience and Post-colonial Perspectives.** (Same as **Spanish 341**.)]

349c. The Americas as Crossroads: Transnational Histories. Spring 2010. Matthew Klingle and Allen Wells.

An examination of the transnational history of North and South America over the past five hundred years. Students explore this through directed readings on specific themes including exploration and imperial conquest, trade, migration, labor, warfare, and biological exchange, culminating in an original research paper, based on primary and secondary source research, to meet the requirements of their major. (Same as **Environmental Studies 349** and **History 349**.)

[**352c. The Mexican Revolution.** (Same as **History 351**.)]

356c. The Cuban Revolution. Spring 2010. Allen Wells.

The Cuban Revolution recently celebrated its fiftieth anniversary. Offers a retrospective of a Revolution entering "middle age" and its prospects for the future. Topics include United States-Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **History 356**.)

401c–402c. Advanced Independent Study in Latin American Studies. The Program.

Mathematics

Adam B. Levy, *Department Chair*
Suzanne M. Theberge, *Senior Department Coordinator*

Professors: William H. Barker**, Stephen T. Fisk, Adam B. Levy, Rosemary A. Roberts, James E. Ward*, Mary Lou Zeeman**
Associate Professor: Jennifer Taback
Assistant Professor: Thomas Pietraho
Visiting Faculty: Michael King, Mohammad Tajdari
Fellow: Noah Kieserman

Requirements for the Major in Mathematics

A major consists of at least eight courses numbered **200** or higher, including **Mathematics 200** and **201** (or their equivalents), and a course numbered in the 300s. Students who have already mastered the material in **Mathematics 200** or **201** may substitute a more advanced course after receiving approval from the department chair. Courses must be passed with a C- or better (including Credit) to count toward the major.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

The requirement of a 300-level course is meant to ensure that all majors have sufficient experience in at least one specific area of mathematics. Those areas are algebra (**Mathematics 201**, **262**, and **302**); analysis (**Mathematics 233**, **263**, and **303**); applied mathematics (**Mathematics 224**, **264**, and **304**); probability and statistics (**Mathematics 225**, **265**, and **305**); and geometry (**Mathematics 247** and **307**).

In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course that counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered **200** or higher. Courses must be passed with a C- or better (including Credit) to count toward the minor.

Interdisciplinary Majors

The department participates in interdisciplinary programs in computer science and mathematics and mathematics and economics. See pages 209 and 212.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

For secondary school teaching:
Computer Science 101, **Mathematics 201**, **225**, **232**, **247**, **258**, **262**, **263**, **265**.

For graduate study:
Mathematics 200, **201**, **233**, **262**, **263**, and at least one course numbered in the 300s.

For engineering and applied mathematics:
Mathematics 201, **204** (same as **Biology 174**), **224**, **225**, **233**, **244**, **258**, **264**, **265**, **304**.

For mathematical economics and econometrics:
Mathematics 201 or **225**, **229**, **244**, **258**, **263**, **265**, **304**, **305**, and **Economics 316**.

For statistics:
Mathematics 201, **224**, **225**, **235**, **244**, **265**, **305**.

For computer science:
Computer Science 231, **289**; **Mathematics 200**, **201**, **225**, **229**, **244**, **258**, **262**, **265**.

For operations research and management science:
Mathematics 200, **201**, **225**, **229**, **258**, **265**, **305**, and **Economics 316**.

Introductory, Intermediate, and Advanced Courses

60a - MCSR. Introduction to College Mathematics. Spring 2010. The Department.

A gentle introduction to some of the most important and interesting ideas in mathematics. An opportunity to discover the mathematics inherent in the world around us. This course, in conjunction with **Mathematics 155** or **161**, is intended as a one-year introduction to mathematics and is recommended for those students who intend to take only one year of college mathematics.

155a - MCSR. Introduction to Statistics and Data Analysis. Every fall. Fall 2009. Rosemary Roberts.

A general introduction to statistics in which students learn to draw conclusions from data using statistical techniques. Examples are drawn from many different areas of application. The computer is used extensively. Topics include exploratory data analysis, planning and design of experiments, probability, one and two sample t-procedures, and simple linear regression. Not open to students who have credit for **Mathematics 165**, **Psychology 252**, or **Economics 257**.

161a - MCSR. Differential Calculus. Every semester. The Department.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

165a - MCSR. Biostatistics. Every spring. Spring 2010. The Department.

An introduction to the statistical methods used in the life sciences. Emphasizes conceptual understanding and includes topics from exploratory data analysis, the planning and design of experiments, probability, and statistical inference. One and two sample t-procedures and their non-parametric analogs, one-way ANOVA, simple linear regression, goodness of fit tests, and the chi-square test for independence are discussed. Four to five hours of class meetings and computer laboratory sessions per week, on average. Not open to students who have credit for **Mathematics 155**, **Psychology 252**, or **Economics 257**.

171a - MCSR. Integral Calculus. Every semester. The Department.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 161**.

172a - MCSR. Integral Calculus, Advanced Section. Fall 2009. The Department.

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171**. Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

181a - MCSR. Multivariate Calculus. Every semester. The Department.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 171** or **172**.

200a - MCSR. Introduction to Mathematical Reasoning. Every semester. The Department.

An introduction to logical deductive reasoning, mathematical proof, and the fundamental concepts of higher mathematics. Specific topics include set theory, induction, infinite sets, permutations, and combinations. An active, guided discovery classroom format.

Prerequisite: **Mathematics 181** or permission of the instructor.

201a - MCSR. Linear Algebra. Every semester. The Department.

Topics include vectors, matrices, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, discrete dynamical systems, Markov chains, least-squares approximation, and Fourier series. Formerly **Mathematics 222**.

Prerequisite: **Mathematics 181** or permission of the instructor.

204a - MCSR. Biomathematics. Every fall. Fall 2009. Mary Lou Zeeman.

A study of mathematical methods driven by questions in biology. Biological questions are drawn from a broad range of topics, including disease, ecology, genetics, population dynamics, neurobiology, endocrinology and biomechanics. Mathematical methods include compartmental models, matrices, linear transformations, eigenvalues, eigenvectors, matrix iteration and simulation; ODE models and simulation, stability analysis, attractors, oscillations and limiting behavior, mathematical consequences of feedback, and multiple time-scales. Three hours of class meetings and two hours of computer laboratory sessions per week. Within the biology major, this course may count as the mathematics credit or as biology credit, but not both. Students are expected to have taken a year of high school or college biology prior to taking this course. Formerly **Mathematics 174**. (Same as **Biology 174**.)

Prerequisite: **Mathematics 161** or permission of the instructor.

224a - MCSR. Applied Mathematics: Ordinary Differential Equations. Every spring. Spring 2010. The Department.

A study of some of the ordinary differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, competitive economic markets, and design flaws. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 181** or permission of the instructor.

225a - MCSR. Probability. Every fall. Fall 2009. Stephen Fisk.

A study of the mathematical models used to formalize nondeterministic or "chance" phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181** or permission of the instructor.

227a - MCSR. Elementary Topics in Topology. Every other spring. Spring 2010. The Department.

Topology studies properties of geometric objects that do not change when the object is deformed. The course covers knot theory, surfaces, and other elementary areas of topology.

Prerequisite: **Mathematics 200** or permission of the instructor.

229a - MCSR. Optimization. Every other spring. Spring 2011. The Department.

A study of optimization problems arising in a variety of situations in the social and natural sciences. Analytic and numerical methods are used to study problems in mathematical programming, including linear models, but with an emphasis on modern nonlinear models. Issues of duality and sensitivity to data perturbations are covered, and there are extensive applications to real-world problems.

Prerequisite: **Mathematics 181** or permission of the instructor.

232a - MCSR. Number Theory. Every other fall. Fall 2010. The Department.

A standard course in elementary number theory, which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

Prerequisite: **Mathematics 200** or permission of the instructor.

233a - MCSR. Functions of a Complex Variable. Every other fall. Fall 2009. Thomas Pietraho.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

Prerequisite: **Mathematics 181** or permission of the instructor.

235a. Exploratory Multivariate Data Analysis. Every other fall. Fall 2010. The Department.

Almost all data collected by researchers is multivariate. An introduction to the theory and techniques of exploratory multivariate data analysis. Topics include graphical techniques, scientific visualization, discriminant analysis, principle components, multi-dimensional scaling, classification, phylogeny trees and genomics, cluster analysis, and data mining. Students learn how to use the statistical system R.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) or permission of the instructor.

244a - MCSR. Numerical Methods. Every other spring. Spring 2010. The Department.

An introduction to the theory and application of numerical analysis. Topics include approximation theory, numerical integration and differentiation, iterative methods for solving equations, and numerical analysis of differential equations.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) or permission of the instructor.

247a - MCSR. Geometry. Every other spring. Spring 2011. The Department.

A survey of modern approaches to Euclidean geometry in two and three dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlangen Program. Symmetric figures. Scaling, measurement, and dimension.

Prerequisite: **Mathematics 200** or permission of the instructor.

258a - MCSR. Combinatorics and Graph Theory. Every other spring. Spring 2011. The Department.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms.

Prerequisite: **Mathematics 200** or permission of the instructor.

262a - MCSR. Introduction to Algebraic Structures. Every year. Fall 2009. Jennifer Taback.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general abstract systems that satisfy certain arithmetic axioms. Properties of mappings that preserve algebraic structure.

Prerequisite: **Mathematics 200** and **201** (formerly **Mathematics 222**), or permission of the instructor.

263a - MCSR. Introduction to Analysis. Every year. Spring 2010. The Department.

Emphasizes proof and develops the rudiments of mathematical analysis. Topics include an introduction to the theory of sets and topology of metric spaces, sequences and series, continuity, differentiability, and the theory of Riemann integration. Additional topics may be chosen as time permits.

Prerequisite: **Mathematics 200** or a 200-level mathematics course approved by the instructor.

264a - MCSR. Applied Mathematics: Partial Differential Equations. Every other fall. Fall 2009. Adam Levy.

A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations, with an emphasis where appropriate on modern, qualitative techniques for studying the behavior of solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) and **224**, or permission of the instructor.

265a - MCSR. Statistics. Every spring. Spring 2010. The Department.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) and **225**, or permission of the instructor.

291a–294a. Intermediate Independent Study in Mathematics. The Department.

302a. Advanced Topics in Algebra. Every other spring. Spring 2010. The Department.

Introduction to rings and fields. Vector spaces over arbitrary fields. Additional topics may include Galois theory, algebraic number theory, finite fields, and symmetric functions.

Prerequisite: **Mathematics 262** or permission of the instructor.

303a. Advanced Topics in Analysis. Every other spring. Spring 2011. The Department.

One or more selected topics from analysis. Possible topics include geometric measure theory, Lebesque general measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and spectral theory.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) and **263**, or permission of the instructor.

304a. Advanced Topics in Applied Mathematics. Every other fall. Fall 2010. The Department.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, optimal control, bifurcation theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 200, 201** (formerly **Mathematics 222**), and **224**, or permission of the instructor.

305a. Advanced Topics in Probability and Statistics. Every other fall. Fall 2009. Rosemary Roberts.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 201** (formerly **Mathematics 222**) and **265**, or permission of the instructor.

307a. Advanced Topics in Geometry. Every other fall. Fall 2009. William Barker.

A survey of affine, projective, and non-Euclidean geometries in two-dimensions, unified by the transformational viewpoint of Klein's Erlanger Program. Special focus will be placed on conic sections. Additional topics: complex numbers in Euclidean geometry, quaternions in three-dimensional geometry, and the geometry of four-dimensional space-time in special relativity. **Mathematics 247** is helpful but not required.

Prerequisite: **Mathematics 200** and **201** (formerly **Mathematics 222**), or permission of the instructor.

401a–404a. Advanced Independent Study and Honors in Mathematics. The Department.

Music

Mary Hunter, *Department Chair*
Linda Marquis, *Senior Department Coordinator*

Professors: Robert K. Greenlee, Mary Hunter, Cristle Collins Judd
Associate Professors: James W. McCalla, Vineet Shende
Senior Lecturer: Anthony F. Antolini
Lecturers: Frank Mauceri, John Morneau, Roland Vazquez, Christopher Watkinson
Visiting Faculty: Anthony Perman

Requirements for the Major in Music

The music major normally consists of ten academic courses and two performance credits. Most majors follow one of the tracks indicated in the "Sample Majors" listed below, but students are also invited to design a major to suit their own needs. No more than two 100-level courses in addition to **Music 101**, **131**, and **151** may be counted toward the major, and two 300-level courses in addition to **Music 451** are normally required of all majors. Honors work normally adds one extra course to the standard ten, and its second semester counts as the senior independent study.

The process for declaring the major is as follows: (1) The student consults with a member of the music faculty as early in the individual's college career as possible. (2) Before declaring a major, the student proposes a list of courses that fulfill the major, or identifies a sample major to follow by submitting a list or sample major announcement to the music department chair or to another member of the department. (3) Upon departmental approval of the list of courses or the particular track, the major declaration is signed by the department chair. Subsequent alterations to this list of courses are possible only in consultation with the chair of the department or another member of the music faculty.

Sample Sequences of Courses for the Music Major

General Music Major

Music 101, **131** or **211**, **151**, **203**, **302**, and **451**.
Four electives, including two 200-level courses and one 300-level course. One consecutive year of lessons on the same instrument; one consecutive year in the same ensemble. Honors in music adds one advanced independent study to this list.

Music and Culture

Music 101 or **151**, **131**, **211**; a total of five electives: two or three from the music department (including at least one at the 200 level); and two or three relevant and sequential courses from another department, including at least one at the 200 level; a 200-level independent study combining departmental and extra-departmental perspectives; one course numbered **355–358**, and **451**; and one full credit of a non-Western ensemble.

Composition and Theory

Music 101, **151**, **203**, **218** or **291**, **243**, one course numbered **250–259**, **302**, **361**, **451**, and one elective, plus the lessons and ensemble required for the general major, above.

European and American Music

Music 101, **131**, **151**, **203**, one course numbered **250–259**, **302**, one course numbered **351–354**, two electives (including at least one at the 200 level), **451**; plus the lessons and ensemble required for the general major, above.

Requirements for the Minor in Music

The minor in music consists of six credits (five academic courses and one consecutive year of private lessons or one year of participation in a single ensemble). The five academic courses include **101** and any four others including at least two above the 100 level.

Introductory, Intermediate, and Advanced Courses

61c - VPA. Fundamentals of Music. Spring 2010. Mary Hunter.

For the entry-level student. Explores the fundamental elements of music — form, harmony, melody, pitch, rhythm, texture, timbre — and teaches basic skills in reading and writing Western music notation for the purposes of reading, analyzing, and creating musical works.

101c - VPA. Theory I: Fundamentals of Music Theory. Every year. Fall 2009. Cristle Collins Judd.

Designed for students with some beginning experience in music theory and an ability to read music. Covers scales, keys, modes, intervals, and basic tonal harmony. Entrance to the course is determined by a placement exam or permission of the instructor. *To ensure proper placement, students are expected to have taken the music placement examination prior to registering for* ***Music 101***.

102c - VPA. Introduction to Classical Music. Fall 2009. Mary Hunter.

Introduction to some major works and central issues in the canon of Western music, from the middle ages up to the present day. Includes some concert attendance and in-class demonstrations.

105c - VPA. Introduction to Audio Recording Techniques. Spring 2010. Christopher Watkinson.

Explores the history of audio recording technology as it pertains to music, aesthetic function of recording technique, modern applications of multitrack recording, and digital editing of sound created and captured in the acoustic arena. Topics include the physics of sound, microphone design and function, audio mixing console topology, dynamic and modulation audio processors, studio design and construction, principles of analog to digital (ADA) conversion, and artistic choice as an engineer. Students will create their own mix of music recorded during class time.

[**113c - VPA. African Dance and Music**. (Same as **Africana Studies 113** and **Dance 113**.)]

Music 120 through **149** cover specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

121c - VPA. History of Jazz I. Every other year. Fall 2009. James McCalla.

A survey of jazz's development from its African American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, Billie Holiday, and Benny Goodman—through their later careers. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 121**.)

122c - VPA. History of Jazz II. Every other year. Fall 2010. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 122**.)

125c - IP, VPA. Music of the Middle East. Every other year. Fall 2009. Mary Hunter.

A survey of music in both Arab and non-Arab countries of the Middle East and North Africa. Students learn the fundamental melodic and rhythmic features of music of this region and then address a variety of topics like music and Islam, music and dance, and the music of particular regions or histories. Includes live demonstrations by professional musicians.

129c - VPA. From the Vihuela to the Variax: The History of the Guitar. Spring 2010. Vineet Shende.

An exploration of the guitar's development, from its second millennium b.c.e. Middle Eastern origins to its twenty-first-century digital modeling descendants. Examines how history, culture, and technology have shaped the physical instrument, its technique, its sonic possibilities, and its resultant repertoire. The contributions and innovations of important luthiers, composers, and performers will be studied. While focus will be on the instruments and music of six-string classical, steel-string, and electric guitars, other fretted string relatives, such as the Japanese Biwa, the Indian Sitar, and the Arabic Oud, will be considered as points of reference.

131c. Thinking and Writing about Music. Every other year. Spring 2011. Mary Hunter.

Highly recommended for those considering majoring in music. An introduction to the academic study of music and the types of questions confronting music scholars today. Why do humans make music? In what ways are ideas communicated with musical sounds? How do musical preferences develop? How can we understand musical practices from different cultural and historical contexts? Introduces students to the disciplinary goals and methods of the numerous subfields of music scholarship, as well as the ways in which music scholarship contributes to a variety of interdisciplinary approaches and life outside of academia.

[139c - IP, VPA. Music of South Asia. (Same as **Asian Studies 139**.)]

144c - ESD, IP. Music in Africa. Spring 2010. Anthony Perman.

Introduction to a broad range of musical styles from throughout Africa. Explores how music is used in religious contexts, within nationalist movements, and in social life more generally, with special attention given to popular music and transnational influences on these forms. Students read a range of ethnographic writings on African music, as well as popular press to address issues of colonialism, capitalism, and commercialization in post-colonial Africa. (Same as **Africana Studies 144**.)

151c - VPA. Write Your Own Beatles Tune: Introductory Practicum in Tonal Music. Every year. Fall 2009. Vineet Shende.

A largely practical, project-oriented course, for students with some basic experience in music. Students learn tonal and basic chromatic vocabulary through writing and performing their own songs, mostly in the style of Lennon, McCartney, and Harrison. Melodic, harmonic, and rhythmic writing, and analysis; bass-line construction; text-setting; and basic keyboard skills are addressed. Small-group and individual lab sessions are scheduled separately.

Prerequisite: **Music 101** or passing grade on the department's music theory placement examination, or permission of instructor.

164c - VPA. A cappella. Spring 2010. Robert Greenlee.

A study of currently popular a cappella music, including folk song arrangements, pop music in the collegiate a cappella tradition, works by American composers such as Whitacre and Lauridsen, spirituals, and Zulu Iscathamiya (such as Ladysmith Black Mambazo). Possible projects include arranging, rehearsing an ensemble, and analyzing repertoire and performance styles. Vocal techniques will be discussed, and students will be expected to sing.

Prerequisite: **Music 101**, **271**, or **273** or permission of instructor.

203c - VPA. Tonal Analysis. Every year. Spring 2010. James McCalla.

Through a survey of music from Bach to Chopin, the student learns to recognize the basic processes and forms of tonal music, to read a score fluently, and to identify chords and modulations.

Prerequisite: **Music 151** or permission of instructor.

211c - VPA. Theory and Method in Ethnomusicology. Every other year. Fall 2009. Anthony Perman.

An introduction to the principal theories and methods of ethnomusicology. Focuses on the foundational texts defining the cultural study of the world's musics, drawing upon concepts and tools from both anthropology and musicology. Addresses issues regarding musical fieldwork, recording, and cultural analysis. Students engage in ethnomusicological field projects to put into practice what they study in the classroom.

Prerequisite: One course in music, or permission of the instructor.

218c - VPA. Introduction to Electronic Music. Every other year. Fall 2009. Frank Mauceri.

Examination of the history and techniques of electronic and computer music. Topics include compositional aesthetics, recording technology, digital and analog synthesis, sampling, MIDI (Musical Instrument Digital Interface), and computer-assisted composition. Ends with a concert of student compositions.

Prerequisite: **Music 203**.

221c. Improvisation. Every other year. Spring 2011. Frank Mauceri.

Do we understand improvised and composed music differently, and, if so, how? Investigates musical syntax in improvised settings and its consequences for the organization of time in music. Also considers the social functions and meanings of improvisation. Analysis draws from recordings, interviews, and writings in ethnomusicology, semiotics, and music theory. At the same time, students participate in regular improvisation workshops exploring vernacular musics, avant-garde open forms, and interactive electronics.

Prerequisite: **Music 151** or permission of the instructor.

223c. He Loved Us Madly: The Music and Life of Duke Ellington (1899–1974). Spring 2010. James McCalla.

A detailed study of the life and work of one of America's greatest composers and musicians in the context of twentieth-century music and contemporary social history. Ellington disliked the term "jazz" and preferred (among other labels) "African American music." Examines his works' antecedents, its stylistic elements, its cultural work within United States society from the Harlem Renaissance through the Civil Rights era, and its presentation by the government as a symbol of the United States overseas. Also considers Ellington's almost thirty-year collaboration with Billy Strayhorn (1915–1967); the extraordinary range of his band's and small groups' work from secular Hollywood films to the late Concerts of Sacred Music; and his projects with such guest artists as John Coltrane, Ella Fitzgerald, Charles Mingus, and others.

Prerequisite: **Music 121** (same as **Africana Studies 121**) or **122** (same as **Africana Studies 122**).

[226c - VPA. Solitude, Society, Good, Evil, and Love: The Operas of Benjamin Britten.]

243c - VPA. Introduction to Composition. Every year. Spring 2010. VINEET SHENDE.

An introduction to the art of combining the elements of melody, harmony, rhythm, form, and orchestration to create cohesive and engaging music. Students learn techniques for generating and developing musical ideas through exercises and four main compositional assignments: a work for solo instrument, a theme and variations for solo instrument and piano, a song for voice and piano, and a multi-movement work for three to five instruments. Students also learn ways to discuss and critique their own and one another's work. Ends with a concert of student compositions.

Prerequisite: **Music 101** or permission of the instructor.

250c - IP. World Music, Globalization, and Transnational Culture Industries. Spring 2010. ANTHONY PERMAN.

Explores the role of globalization and commercialization in the creation of "world music" and "worldbeat." Investigates how the demands of an international market and the constraints of neoliberalism shape musical performance and production in various contexts around the world. Also explores how local and cosmopolitan tastes shape the ways in which music is understood as a living practice, a mode of expression, and as a commodity. (Same as **Anthropology 253**.)

255c - VPA. The Western Canon. Every other year. Fall 2010. JAMES MCCALLA.

A historical study of many of the principal works of Western classical music, with special attention to the processes of canon formation and the changes in the canon over time.

Prerequisite: **Music 203**.

256c. Modernism, Post-Modernism, Beside and Beyond: Twentieth-Century Western Classical Music. Fall 2009. JAMES MCCALLA.

An intensive survey of (mostly) Western classical music and musical aesthetics from ca. 1905 through the present day. Critical listening, stylistic analysis, score study, and both primary and secondary source readings.

Prerequisite: **Music 203** or permission of the instructor.

291c–294c. Intermediate Independent Study in Music. THE DEPARTMENT.

302c. Tonal Composition. Fall 2009. ROBERT GREENLEE.

A compositional study of the stylistic traits of the late common-practice period in Western Europe. In addition to frequent short exercises, aural drill, and keyboard studies, students write three compositions in the style of the late romantic era: a song or character piece, a portion of a sonata, and a scene from an opera.

Prerequisite: **Music 203** or permission of the instructor.

315c. Computer Music Composition and Sound Synthesis. Spring 2010. Frank Mauceri.

Covers advanced topics in computer music. Focuses on algorithmic composition and sound synthesis. The significance of these techniques will be discussed with reference to information theory, cybernetics, and cultural critiques of media technology. Students design projects in computer-assisted composition, video sound tracks, and live (real time) media applications.

Prerequisite: **Music 218.**

353c. Topics in Music History: Mozart's Operas. Spring 2010. Mary Hunter.

A close study of the Mozart operas, with special focus on the late works. Includes musical analysis and work in biography, and musical, social, and theatrical history. Projects include analysis and creation of productions.

Prerequisite: **Music 203** or permission of the instructor.

[**355c. Topics in Ethnomusicology.**]

361c. Topics in Music Theory: Orchestration. Every other year. Fall 2009. Vineet Shende.

An in-depth examination of factors to consider when writing for modern orchestral instruments. Students become familiar with all such instruments and arrange and transcribe works for ensembles such as string quartet, woodwind quartet, brass quintet, percussion ensemble, and full orchestra. Students also study scores by composers such as Brahms, Mahler, Ravel, Schoenberg, Stravinsky, and Takemitsu in order to further their knowledge of the techniques of instrumentation.

Prerequisite: **Music 203, 243,** or **302,** or permission of the instructor.

401c–404c. Advanced Independent Study and Honors in Music. The Department.

451c. Senior Project in Music. Every spring. The Department.

All senior majors must take this course, which involves either a single semester of independent work or the second semester of an honors thesis. Students meet regularly with each other and at least one faculty member to discuss their work or readings relevant to all senior majors. Must be taken in the spring of the senior year. Open only to senior music majors.

PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. **Music 385–387** count for academic credit and are thus not included in this limitation. Lessons, large ensembles, chamber ensembles, and jazz ensembles may also be taken as non-credit courses.

285c–289c. Individual Performance Studies. Every semester.

The following provisions govern applied music lessons for credit:

1. Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. *The first semester of study on the first instrument will be designated* ***Music 285****. The second and all subsequent semesters of* ***credit** lessons **on the same instrument*** *will be designated* ***Music 286****. The first semester of study on a* ***different*** *instrument will be designated*

***Music 287**. The second and all subsequent semesters of study on that second instrument will be designated **Music 288**. The number **Music 289** is reserved for all semesters of study on a third instrument.*

2. One-half credit is granted for each semester of study. Students are graded with regular course grades. To receive credit, students must register for lessons at the beginning of **each** semester of study in the Office of the Registrar and the Department of Music. *Note:* Add/drop dates for lessons are earlier than add/drop dates for other courses. *The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes.*

3. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.

4. Beginning with the second semester of lessons, students must perform in an end-of-semester public performance. Repertory classes, Lunchbreak Concerts, and other designated music department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit.

5. To receive credit for Individual Performance Studies, the student must complete an academic course in the music department (including **Music 385**) within the first year and a half of study, or by graduation, whichever comes first.

6. Students taking lessons for credit pay a fee of $477 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge.

7. Student Recitals. In most circumstances, a student is required to take **Music 385–387** (see below) in order to perform a solo recital. In some cases, however, a student may be allowed to perform a recital without taking **Music 385–387**, subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the music department. The student is expected to arrange for an accompanist (who must play for the audition) and pay any accompanist's fees.

385c–387c - VPA. **Advanced Individual Performance Studies**. Every semester.
Prerequisite: **Music 286**.

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. **Music 386** may be repeated for credit. *The first semester of study will be designated **Music 385**. The second and all subsequent semesters of private lessons **on the same instrument** will be designated **Music 386**. The number 387 is reserved for all semesters of study on a second instrument.*

2. One credit is granted for each semester of study. Students are graded with regular course grades. To receive credit, students must register for lessons at the beginning of **each** semester of study in the Office of the Registrar and the Department of Music. *Note:* Add/drop dates for lessons are earlier than add/drop dates for other courses. *The deadline to add lessons is one week from the start of classes, and the deadline to drop lessons is two weeks from the start of classes.*

3. Admission is by departmental audition only. Students must audition with a member of the music department before signing up for this option. Subsequent semesters of advanced lessons on the same instrument do not require further auditions.

4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this

recital and other written work acceptable to the faculty advisor.

5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/or context of the music. The letter grade will be determined jointly by the applied teacher and the faculty member after the recital.

6. Fees as with half-credit lessons.

Instructors for 2009–2010 include Julia Adams (viola), Christina Astrachan (voice), Naydene Bowder (piano and harpsichord), Christina Chute (cello), Ray Cornils (organ), Matt Fogg (jazz piano), Allen Graffam (trumpet), Steve Grover (percussion), Anita Jerosch (low brass), Timothy Johnson (voice), John Johnstone (classical guitar), David Joseph (bassoon), Stephen Kecskemethy (violin), George Lopez (piano), Greg Loughman (electric bass), Tracey MacLean (jazz voice), Frank Mauceri (jazz saxophone), Kathleen McNerney (oboe), Joyce Moulton (piano), Gilbert Peltola (saxophone and clarinet), Bonnie Scarpelli (voice), Krysia Tripp (flute), Scott Vaillancourt (tuba), and Gary Wittner (jazz guitar).

Ensemble Performance Studies. Every semester.

The following provisions govern ensemble:
1. All ensembles are auditioned; returning students need not normally re-audition.
2. One-half credit may be granted for each semester of study. To receive credit, the student must register for the course in the Office of the Registrar.
3. Grading is Credit/D/Fail.
4. Ensembles meet regularly for a minimum of three hours weekly, inclusive of time without the ensemble director; ensemble directors establish appropriate attendance policies.
5. All ensembles require public performance.

Note: Six of the following eight ensembles currently provide one-half credit toward the Visual and Performing Arts (VPA) distribution requirement. This VPA designation, however, will be removed after the 2009–2010 academic year.

269c - VPA. Middle Eastern Ensemble. Mary Hunter.

271c - VPA. Chamber Choir. Robert Greenlee.

273c - VPA. Chorus. Anthony Antolini.

275c. Concert Band. John Morneau.

277c. Orchestra. Roland Vazquez.

279c - VPA. Chamber Ensembles. Roland Vazquez.

281c - VPA. World Music Ensemble. Anthony Perman.

283c - VPA. Jazz Ensembles. Frank Mauceri.

Neuroscience

Patsy S. Dickinson, *Program Director*
Julie J. Santorella, *Program Coordinator*

Professor: Patsy S. Dickinson (Biology)
Associate Professor: Richmond Thompson† (Psychology)
Assistant Professors: Hadley Wilson Horch (Biology), Seth Ramus (Psychology)
Laboratory Instructor: Nancy J. Curtis
Contributing Faculty: Bruce D. Kohorn, Samuel P. Putnam, Mary Lou Zeeman**

Requirements for the Major in Neuroscience

The major consists of twelve courses, including nine core courses and three electives from the lists below. Advanced placement credits may not be used to fulfill any of the course requirements for the major. Independent study in neuroscience may be used to fulfill one of the two elective credits. If students place out of **Psychology 101**, twelve courses related to Neuroscience must still be completed.

Note: The information provided below is a listing of required and elective courses for the major in Neuroscience. These courses are offered by other departments and programs within the College. Please refer to the departments of Biology, Chemistry, Mathematics, Physics, and Psychology for further information, including course descriptions, instructors, and semesters when these courses will next be offered.

I. Core Courses

Introductory Level and General Courses
Biology 109a - MCSR, INS. Introductory Biology
or **Biology 102a - MCSR, INS. Biological Principles II**
Chemistry 225a. Organic Chemistry I
Psychology 101b. Introduction to Psychology
Psychology 252a - MCSR. Data Analysis
or **Mathematics 165a - MCSR. Biostatistics**

Introductory Neuroscience Course
Biology 213a - MCSR, INS. Neurobiology
or **Psychology 218a. Physiological Psychology**

Mid-level Neuroscience Courses
Three of the following:
Biology 253a. Neurophysiology
Biology 266a. Molecular Neurobiology
Psychology 275a - INS. Laboratory in Behavioral Neuroscience: Social Behavior
Psychology 276a - INS. Laboratory in Behavioral Neuroscience: Learning and Memory

Advanced Neuroscience Course
One of the following:
[Biology 325a. Topics in Neuroscience]

Biology 329a. Neuronal Regeneration
Psychology 313a. Advanced Seminar in Behavioral Neuroscience
Psychology 315a. Hormones and Behavior
Psychology 316a. Comparative Neuroanatomy
Psychology 319a. Memory and Brain

II. Three electives may be chosen from the courses listed above (but not already taken) or below:

Biology 101a - MCSR, INS. Biological Principles I
Biology 212a - MCSR, INS. Genetics and Molecular Biology
Biology 214a - MCSR, INS. Comparative Physiology
Biology 217a - MCSR, INS. Developmental Biology
Biology 224a - MCSR, INS. Biochemistry and Cell Biology
(same as **Chemistry 231**)
Biology 333a. Advanced Cell and Molecular Biology
Chemistry 232a - MCSR. Biochemistry (same as **Biology 232**)
Computer Science 355a. Cognitive Architecture
Mathematics 204a - MCSR. Biomathematics (same as **Biology 174**)
Physics 104a - MCSR, INS. Introductory Physics II
Psychology 210b. Infant and Child Development
Psychology 216b. Cognitive Psychology
Psychology 251b. Research Design in Psychology
Psychology 259b/260b. Abnormal Psychology
Psychology 270b. Laboratory in Cognition

Neuroscience 291a–294a. Intermediate Independent Study
Neuroscience 401a–404a. Advanced Independent Study and Honors

Philosophy

Lawrence H. Simon, *Department Chair*
Emily C. Briley, *Department Coordinator*

Professor: Scott R. Sehon
Associate Professors: Lawrence H. Simon (Environmental Studies), Matthew F. Stuart†
Assistant Professor: Sarah O'Brien Conly
Visiting Faculty: Sarah K. Paul

Requirements for the Major in Philosophy

The major consists of eight courses, which must include **Philosophy 111**, **112**, and **223**; at least one other course from the group numbered in the 200s; and two from the group numbered in the 300s. The remaining two courses may be from any level. Courses in which D grades are received are not counted toward the major.

Requirements for the Minor in Philosophy

The minor consists of four courses, which must include **Philosophy 111** and **112** and one course from the group numbered in the 200s. The fourth course may be from any level. Courses in which D grades are received are not counted toward the minor.

First-Year Seminars

Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of first-year seminars, see pages 149–60.

13c. The Souls of Animals. Fall 2010. MATTHEW STUART.

15c. Altruism. Fall 2009. LAWRENCE SIMON.

[**16c. Personal Ethics**.]

18c. Love. Fall 2009. SARAH CONLY.

[**27c. Moral History**.]

Introductory Courses

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good first courses.

111c. Ancient Philosophy. Every fall. Fall 2009. SARAH CONLY.

The sources and prototypes of Western thought. We try to understand and evaluate Greek ideas about value, knowledge, and truth.

112c. Modern Philosophy. Every spring. Spring 2010. SCOTT R. SEHON. Spring 2011. MATTHEW STUART.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, the existence of God, and the free will problem. Readings from Descartes, Locke, Hume, Kant, and others.

120c. Moral Problems. Spring 2010. SARAH CONLY.

Our society is riven by deep and troubling moral controversies. Examines some of these controversies in the context of current arguments and leading theoretical positions. Possible topics include abortion, physician-assisted suicide, capital punishment, sexuality, the justifiability of terrorism, and the justice of war.

142c. Philosophy of Religion. Spring 2011. SCOTT R. SEHON.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Religion 142**.)

145c. Truth and Morality: One, Many, or None? Spring 2010. SARAH PAUL.

When we disagree over whether or not the earth goes around the sun, or whether slavery is wrong, it seems to us that we are disagreeing over something to which there is a single true answer; we can't all be right. On the other hand, when we fully countenance the complexity of cultural diversity and worldviews in all different times and places, the idea that there is a single truth or single morality that applies to everyone at all times might seem implausible. Indeed, we might think the view that there is an absolute truth or absolute morality leads to intolerance and oppression. Investigates whether there is one truth or many—whether there is a single objective truth, or whether truth is in some way relative to particular cultures, places, and times. Or perhaps there is simply no such thing as truth or morality, at least not that we humans are capable of knowing. Concerns both descriptive truths—the kind of truths science purports to deliver to us—and normative truths about what is moral or valuable. Readings from classic and contemporary sources.

150c. Happiness. Fall 2009. Sarah Paul.

In the past few years, a number of psychologists have focused on the empirical study of human happiness. What is happiness? What conditions make human beings happy? What role does heredity play in determining our ability to be happy? Philosophers, on the other hand, have asked themselves a related but slightly different set of questions. Should we pursue happiness? Are things that make us happy "good"? Can we be happy without fulfilling our moral obligations? What should we do when the demands of ethics and those of our happiness are in conflict? What other values compete with that of happiness? Examines these philosophical questions concerning happiness and the good life in light of the empirical results of positive psychology.

[**152c. Death**.]

Intermediate Courses

200c. History, Freedom, and Reason. Fall 2010. Lawrence H. Simon.

What are the causes of historical development? Is history progressive? Do freedom and reason manifest themselves in history? A study of the development of political philosophy and philosophy of history in nineteenth-century German philosophy from Kant through Hegel to Marx.

210c. Philosophy of Mind. Spring 2010. Sarah Paul.

We see ourselves as rational agents: we have beliefs, desires, intentions, wishes, hopes, etc. We also have the ability to perform actions, seemingly in light of these beliefs, desires, and intentions. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind and, if so, what is its status relative to other sciences? What is the relationship between mind and body? How do our mental states come to be about things in the world? How do we know our own minds, or whether other people even have minds? Readings primarily from contemporary sources.

[**220c. Bioethics**.]

221c. History of Ethics. Spring 2010. Lawrence H. Simon.

How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in the classic texts of Aristotle, Hume, Mill, and Kant.

[**222c. Political Philosophy**.]

223a - MCSR. Logic. Fall 2009 and 2010. Scott R. Sehon.

The central problem of logic is to determine which arguments are good and which are bad. To this end, we introduce a symbolic language and rigorous, formal methods for seeing whether one statement logically implies another. We apply these tools to a variety of arguments, philosophical and otherwise. We also demonstrate certain theorems about the formal system we construct.

225c. Philosophy of Science. Fall 2010 and Fall 2011. Scott R. Sehon.

Science is often thought of as the paradigm of rational inquiry, as a method that gives us an unparalleled ability to understand the nature of the world. Others have doubted this rosy picture, and have emphasized historical and sociological aspects of the practice of science. Investigates the nature of science and scientific thought by looking at a variety of topics, including the demarcation of science and non-science, relativism and objectivity, logical empiricism, scientific revolutions, and scientific realism.

226c. Knowledge and Its Sources. Fall 2009. Sarah Paul.

What is knowledge, and how do we get it? What justifies us in believing certain claims to be true? Does knowing something ever involve a piece of luck? Is it possible that we lack knowledge of the external world altogether? An introduction to the theory of knowledge, focusing on contemporary issues. Considers various conceptions of what it takes to have knowledge against the background of the skeptical challenge, as well as topics such as self-knowledge and the problem of induction.

227c. Metaphysics. Spring 2011. Matthew Stuart.

Metaphysics is the study of very abstract questions about reality. What does reality include? What is the relation between things and their properties? What is time? Do objects and persons have temporal parts as well as spatial parts? What accounts for the identity of persons over time? What is action, and do we ever act freely?

233. Intermediate Logic. Spring 2010. Scott R. Sehon.

Investigates several philosophically important results of modern logic, including Gödel's incompleteness theorems, the Church-Turing Theorem (that there is no decision procedure for quantificational validity), and Tarski's theorem (the indefinability of truth for formal languages). Discusses both the mathematical content and philosophical significance of these results.

Prerequisite: **Philosophy 223** or permission of the instructor.

[241c. Philosophy of Law.]

[249c - ESD, IP. African Philosophy. (Same as **Africana Studies 249**.)]

258c. Environmental Ethics. Spring 2011. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we resolve conflicts among our obligations? After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Environmental Studies 258**.)

291c–294c. Intermediate Independent Study in Philosophy. The Department.

Advanced Courses

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

315c. The Good Life. Spring 2010. Sarah Conly.

What is the best life? What should we strive for if we want to flourish? How important is the role of the intellect? Of friends? Of moral character? Uses Aristotle's Ethics and contemporary readings to examine some possible answers.

Prerequisite: One course in philosophy or permission of the instructor.

332c. Origins of Analytic Philosophy. Spring 2011. Scott R. Sehon.

An examination of the beginnings of analytic philosophy. Examines the major works from the period 1879–1921 of the three progenitors of this philosophical movement: Gottlob Frege, Bertrand Russell, and Ludwig Wittgenstein. Topics include objectivity and truth, logic and inference, and the foundations of mathematics.

Prerequisite: **Philosophy 223** or permission of the instructor.

334c. Free Will. Fall 2009. Scott R. Sehon.

Do we have free will and moral responsibility? Can we have free will and moral responsibility if determinism is true? More broadly, can we have free will if all human behaviors can be explained scientifically? Readings from contemporary sources.

Prerequisite: One course in philosophy.

337c. Hume. Fall 2010. Matthew Stuart.

An examination of Hume's metaphysics and epistemology, focusing on his masterpiece, *A Treatise of Human Nature*. This work — completed when the author was only twenty-six — was largely ignored during his lifetime, but is now recognized as the high-water mark of British Empiricism. Topics to include Hume's theories about cognition, imagination, causality, inductive reasoning, free will, personal identity, miracles, and moral evaluation.

Prerequisite: **Philosophy 112** or permission of the instructor.

340c. Contemporary Ethical Theory. Spring 2011. Lawrence H. Simon.

Examines debates in recent ethical theory and normative ethics. Possible topics include realism and moral skepticism, explanation and justification in ethics, consequentialism and its critics, relativism, whether morality is overly demanding, the sources of normativity, and the relation of ethics to science.

Prerequisite: **Philosophy 112**, **221**, or **258**, or permission of the instructor.

[**346c. Philosophy of Gender: Sex and Love**. (Same as **Gay and Lesbian Studies 346** and **Gender and Women's Studies 346**.)]

[**375c. Metaphysics of the Self**.]

392c. Advanced Topics in Environmental Philosophy. Spring 2010. Lawrence H. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the ethics of climate change policy, our obligations to future generations, benefit-cost analysis vs. the precautionary principle as a decision-making instrument, and the relationship between justice and sustainability. (Same as **Environmental Studies 392**.)

401c–404c. Advanced Independent Study and Honors in Philosophy. The Department.

Physics and Astronomy

Thomas Baumgarte, *Department Chair*
Dominica Lord-Wood, *Department Coordinator*

Professors: Thomas Baumgarte, Stephen G. Naculich, Dale A. Syphers
Associate Professors: Mark O. Battle, Madeleine E. Msall
Lecturer: Karen Topp
Laboratory Instructors: Kenneth Dennison, Gary L. Miers

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult pages 46–47. A major with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included.

Requirements for the Major in Physics

A student majoring in physics is expected to complete **Mathematics 161**, **171**, **Physics 103**, **104**, **223**, **229**, one 300-level methods course (**Physics 300**, **301**, or **302**), and three additional approved courses higher than **104** (one of which may be **Mathematics 181** or higher). At least five physics courses must be taken at Bowdoin.

For honors work, a student is expected to complete **Mathematics 181**, and **Physics 103**, **104**, **223**, **229**, **300**, **310**, **451**, and four additional courses, two of which must be at the 300 level, and one of which may be in mathematics numbered higher than **Mathematics 181**.

Requirements for the Minor in Physics

The minor consists of at least four Bowdoin physics courses numbered **103** or higher, at least one of which must be **Physics 104**.

Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics and geology and physics. See pages 209 and 212.

Prerequisites

Students must earn a grade of C- or above in any prerequisite physics course.

Introductory, Intermediate, and Advanced Courses

50a - MCSR, INS. Physics of Musical Sound. Fall 2009. Karen Topp.

An introduction to the physics of sound, specifically relating to the production and perception of music. Topics include simple vibrating systems; waves and wave propagation; resonance; understanding intervals, scales, and tuning; sound intensity and measurement; sound spectra; how various musical instruments and the human voice work. Students are expected to have some familiarity with basic musical concepts such as scales and intervals. Not open to students who have credit for or are concurrently taking any physics course numbered **100** or higher.

[62a - MCSR, INS. Contemporary Astronomy.]

[80a - INS. Light and Color.]

[81a - INS. Physics of the Environment. (Same as **Environmental Studies 81**.)]

93a - MCSR. Introduction to Physical Reasoning. Fall 2009. Madeleine Msall.

Climate science. Quantum Physics. Bioengineering. Rocket science. Who can understand it? Anyone with high school mathematics (geometry and algebra) can start. Getting started in physics requires an ability to mathematically describe real world objects and experiences.

Prepares students for additional work in physical science and engineering by focused practice in quantitative description, interpretation, and calculation. Includes hands-on measurements, some introductory computer programming, and many questions about the physics all around us. *To ensure proper placement, students are expected to have taken the physics placement examination prior to registering for* ***Physics 93***.

103a - MCSR, INS. Introductory Physics I. Every semester. Fall 2009. Mark Battle and Dale Syphers. Spring 2010. Stephen Naculich.

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. Shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week. *To ensure proper placement, students are expected to have taken the physics placement examination prior to registering for* ***Physics 103***.

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or higher, or permission of the instructor.

104a - MCSR, INS. Introductory Physics II. Every semester. Fall 2009. Thomas Baumgarte. Spring 2010. Mark Battle and Karen Topp.

An introduction to the interactions of matter and radiation. Topics include the classical and quantum physics of electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Three hours of laboratory work per week will include an introduction to the use of electronic instrumentation.

Prerequisite: **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or **181**, or permission of the instructor.

162a - INS. Stars and Galaxies. Spring 2010. Thomas Baumgarte.

A quantitative introduction to astronomy, with emphasis on stars, stellar dynamics, and the structures they form, from binary stars to galaxies. Topics include the night sky, stellar structure and evolution, white dwarfs, neutron stars, black holes, quasars, and the expansion of the universe. Several nighttime observing sessions are required. Intended for both science majors and non-majors who are secure in their mathematical skills. A working familiarity with algebra, trigonometry, geometry, and calculus is expected. Does not satisfy pre-med or other science departments' requirements for a second course in physics.

Prerequisite: **Mathematics 161** or higher, or permission of the instructor.

223a - INS. Electric Fields and Circuits. Every fall. Fall 2009. Mark Battle.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear circuit theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement with basic circuit components such as resistors, capacitors, inductors, diodes, and transistors. Three hours of laboratory work per week.

Prerequisite: **Physics 104** or permission of the instructor.

224a Quantum Physics and Relativity. Every spring. Spring 2010. Stephen Naculich.

An introduction to two cornerstones of twentieth-century physics, quantum mechanics, and special relativity. The introduction to wave mechanics includes solutions to the time-independent Schrödinger equation in one and three dimensions with applications. Topics in relativity include the Galilean and Einsteinian principles of relativity, the "paradoxes" of special relativity, Lorentz transformations, space-time invariants, and the relativistic dynamics of particles. Not open to students who have credit for or are concurrently taking **Physics 275, 310**, or **375**.

Prerequisite: **Physics 104** or permission of the instructor.

229a. Statistical Physics. Every spring. Spring 2010. Madeleine Msall.

Develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, temperature, and chemical potential. Some probability theory is developed as a mathematical tool.

Prerequisite: **Physics 104** or permission of the instructor.

235a. Engineering Physics. Every other spring. Spring 2010. Dale Syphers.

Examines the physics of materials from an engineering viewpoint, with attention to the concepts of stress, strain, shear, torsion, bending moments, deformation of materials, and other applications of physics to real materials, with an emphasis on their structural properties. Also covers recent advances, such as applying these physics concepts to ultra-small materials in nano-machines. Intended for physics majors and architecture students with an interest in civil or mechanical engineering or applied materials science.

Prerequisite: **Physics 104** or permission of the instructor.

240a. Modern Electronics. Every other spring. Spring 2011. The Department.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

Prerequisite: **Physics 103** or **104**, or permission of the instructor.

250a - MCSR. Acoustics. Every other fall. Fall 2009. Madeleine Msall.

An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, providing a technical understanding of our aural experiences.

Prerequisite: **Physics 104** or permission of the instructor.

251a. Physics of Solids. Every other spring. Spring 2010. Dale Syphers.

Solid state physics describes the microscopic origin of the thermal, mechanical, electrical and magnetic properties of solids. Examines trends in the behavior of materials and evaluates the success of classical and semi-classical solid state models in explaining these trends and in predicting material properties. Applications include solid state lasers, semiconductor devices and superconductivity. Intended for physics, geology, or chemistry majors with an interest in materials physics or electrical engineering.

Prerequisite: **Physics 104** or permission of the instructor.

[**257a. Atmosphere and Ocean Dynamics**. (Same as **Environmental Studies 253** and **Geology 257**.)]

262a. Astrophysics. Every other fall. Fall 2010. The Department.

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

Prerequisite: **Physics 104** or permission of the instructor.

280a. Nuclear and Particle Physics. Every other spring. Spring 2011. The Department.

An introduction to the physics of subatomic systems, with a particular emphasis on the standard model of elementary particles and their interactions. Basic concepts in quantum mechanics and special relativity are introduced as needed.

Prerequisite: **Physics 104** or permission of the instructor.

291a–294a. Intermediate Independent Study in Physics. The Department.

Topics to be arranged by the student and the faculty. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate. Students doing independent study normally have completed a 200-level physics course.

300a. **Methods of Theoretical Physics**. Every fall. Fall 2009. Stephen Naculich.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Physics 104** and **Mathematics 181**, or permission of the instructor.

301a. **Methods of Experimental Physics**. Every spring. Spring 2010. Madeleine Msall.

Intended to provide advanced students with experience in the design, execution, and analysis of laboratory experiments. Projects in optical holography, nuclear physics, cryogenics, and materials physics are developed by the students.

Prerequisite: **Physics 223** or permission of the instructor.

302a. **Methods of Computational Physics**. Every other fall. Fall 2009. Thomas Baumgarte.

An introduction to the use of computers to solve problems in physics. Problems are drawn from several different branches of physics, including mechanics, hydrodynamics, electromagnetism, and astrophysics. Numerical methods discussed include the solving of linear algebra and eigenvalue problems, ordinary and partial differential equations, and Monte Carlo techniques. Basic knowledge of a programming language is expected.

Prerequisite: **Physics 104** or permission of the instructor.

310a. **Quantum Mechanics**. Every fall. Fall 2009. Stephen Naculich.

A mathematically rigorous development of quantum mechanics, emphasizing the vector space structure of the theory through the use of Dirac bracket notation. Linear algebra will be developed as needed.

Prerequisite: **Physics 224** and **300**, or permission of the instructor.

320a. **Electromagnetic Theory**. Every other spring. Spring 2010. Thomas Baumgarte.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 223** and **300**, or permission of the instructor.

357a. **The Physics of Climate**. Every other spring. Spring 2010. Mark Battle.

A rigorous treatment of the earth's climate, based on physical principles. Topics include climate feedbacks, sensitivity to perturbations, and the connections between climate and radiative transfer, atmospheric composition, and large-scale circulation of the oceans and atmospheres. Anthropogenic climate change will also be studied. (Same as **Environmental Studies 357** and **Geology 357**.)

Prerequisite: **Physics 229**, **255**, **256**, or **300**, or permission of the instructor.

370a. **Advanced Mechanics**. Every other spring. Spring 2011. The Department.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

375a. General Relativity. Every other spring. Spring 2011. Thomas Baumgarte.

First discusses special relativity, introducing the concept of four-dimensional spacetime. Then develops the mathematical tools to describe spacetime curvature, leading to the formulation of Einstein's equations of general relativity. Finishes by studying some of the most important astrophysical consequences of general relativity, including black holes, neutron stars, and gravitational radiation.

Prerequisite: **Physics 300** or permission of the instructor.

401a–404a. Advanced Independent Study in Physics. The Department.

Topics to be arranged by the student and the faculty. Students doing advanced independent study normally have completed a 300-level physics course.

451a–452a. Honors in Physics. The Department.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, astrophysics, relativity, ultrasound, and atmospheric physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: Permission of the instructor.

Psychology

Samuel P. Putnam, *Department Chair*
Donna M. Trout, *Senior Department Coordinator*

Professors: Barbara S. Held, Louisa M. Slowiaczek
Associate Professors: Suzanne Lovett, Samuel P. Putnam, Paul E. Schaffner,
Richmond R. Thompson† (Neuroscience)
Assistant Professor: Seth J. Ramus (Neuroscience)
Visiting Faculty: Julie Quimby
Lecturer: Diane W. Lee

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience, pages 233–34). The program in psychology examines contemporary perspectives on principles of human behavior, in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises ten courses. These courses are selected by students with their advisors and are subject to departmental review. Each student must take three core courses: an introductory course, **Psychology 101**, which will serve as a prerequisite to further study in the major; and **Psychology 251** and **252**. These core courses should be completed before the junior year. Students must take three electives numbered **200** or higher. Finally, students must take laboratory and advanced courses. Students have the option of taking either (a) two laboratory courses numbered **260–279** and two advanced (300-level) courses, or (b) three laboratory courses numbered **260–279** and one advanced (300-level) course. Note that either **Psychology 275** or **276**, but not both, may count toward the two- or three-course laboratory-requirement options. Similarly, either **Psychology 320** or **321**, but not both, may count toward the two-advanced-course-requirement option; and no more than one course from among **Psychology 315, 316, 318,** and **319** may count toward the two-advanced-course-requirement option. Independent study courses at any level count as electives, but do not count toward the laboratory requirement or the advanced-course requirement. Majors are encouraged to consider an independent study course on a library, laboratory, or field research project during the senior year.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 101** during their first year at Bowdoin and to enroll in **Psychology 251** and **252** during their second year. Students must take **Psychology 251** before **252**. **Psychology 252** must be completed before taking **270** or any 300-level course other than **309**, and **252** must be taken prior to, or concurrent with, **274**, **275**, **276**, and **277**. If possible, students should begin their laboratory work no later than the fall of their junior year. Only juniors and seniors are allowed to enroll in the advanced courses. Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and plan their courses so that they can complete the major after returning to campus. Students should speak with the chair of the department regarding their off-campus study plans and transfer of credit toward the major. Laboratory or 300-level courses taken elsewhere are not ordinarily counted toward the major.

Requirements for the Minor in Psychology

The psychology minor comprises six courses, including **Psychology 101**, **251**, and **252**, and one laboratory course.

Grade Requirements

To fulfill a major (or minor) requirement in psychology, or to serve as a prerequisite for another psychology course, a grade of C- or better must be earned in a course. There is one exception: **Psychology 101** may be taken on a Credit/D/Fail basis, and it will count toward the major (or minor) and serve as a prerequisite for other psychology courses if Credit (CR) is earned in the course.

AP/IB Policy

Students who receive an AP score of 4 or higher on the psychology exam receive one AP credit and are considered to have met the prerequisite for courses requiring **Psychology 101**. This credit also counts toward the major or minor. Students who receive an IB score (higher level) of 5 or higher on the psychology exam receive one IB credit and are considered to have met the prerequisite for courses requiring **Psychology 101**. This credit also counts toward the major or minor. No AP or IB credit for psychology is awarded if a student takes **Psychology 101**. Students do not receive duplicate credit for AP and IB exams in psychology.

Requirements for the Major in Neuroscience

See Neuroscience, pages 233–34.

COURSES IN PSYCHOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

10b - What's on Your Mind? An Introduction to the Brain and Behavior. Every fall. Seth J. Ramus.

Introductory Courses

101b. Introduction to Psychology. Every semester. The Department.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

Intermediate Courses

210b. Infant and Child Development. Every fall. Samuel P. Putnam. Spring 2010. Suzanne Lovett.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment.

Prerequisite: **Psychology 101**.

211b. Personality. Every fall. Barbara S. Held.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 101**.

212b. Social Psychology. Every spring. Paul Schaffner.

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 101** or **Sociology 101**.

[213b. Atypical Child Development.]

[215b. Adolescent Development.]

216b. Cognitive Psychology. Every fall. Louisa M. Slowiaczek.

A survey of theory and research examining how humans perceive, process, store, and use information. Topics include visual perception, attention, memory, language processing, decision making, and cognitive development.

Prerequisite: **Psychology 101**.

218a. Physiological Psychology. Every spring. The Department.

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders.

Prerequisite: One of the following: **Psychology 101**, **Biology 102**, **104**, **105**, or **109**.

[219b. Cultural Psychology.]

251b. Research Design in Psychology. Every fall. Paul Schaffner. Every spring. Louisa M. Slowiaczek.

A systematic study of the scientific method as it underlies psychological research. Topics include prominent methods used in studying human and animal behavior, the logic of causal analysis, experimental and non-experimental designs, issues in internal and external validity, pragmatics of careful research, and technical writing of research reports.

Prerequisite: **Psychology 101**.

252a - MCSR. Data Analysis. Every fall. Suzanne Lovett. Every spring. Seth J. Ramus.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year.

Prerequisite: **Psychology 101**, and one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**.

Courses that Satisfy the Laboratory Requirement (except 259)

259b, 260b. Abnormal Psychology. Every spring. Barbara Held.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. The course may be taken for one of two purposes:

259b. Non-laboratory course credit. Participation in the practicum is optional, contingent upon openings in the program.

Prerequisite: **Psychology 211**.

260b. Laboratory course credit. Students participate in a supervised practicum at a local psychiatric unit.

Prerequisite: **Psychology 211** and **251**.

270b. Laboratory in Cognition. Every fall. Louisa M. Slowiaczek.

An analysis of research methodology and experimental investigations in cognition, including such topics as auditory and sensory memory, visual perception, attention and automaticity, retrieval from working memory, implicit and explicit memory, metamemory, concept formation and reasoning. Weekly laboratory sessions allow students to collect and analyze data in a number of different areas of cognitive psychology.

Prerequisite: **Psychology 216**, **251**, and **252**.

274b. Laboratory in Group Dynamics. Every fall. Paul Schaffner.

Principles and methods of psychological research, as developed in **Psychology 251** and **252**, are applied to the study of small group interaction. Students design, conduct, and report on social behavior research involving an array of methods to shape and assess interpersonal behavior.

Prerequisite: **Psychology 211**, **212**, or **219**; **Psychology 251**; and previous credit or concurrent registration in **Psychology 252**.

275a - INS. Laboratory in Behavioral Neuroscience: Social Behavior. Every spring. The Department.

A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and previous credit or concurrent registration in **Psychology 252**.

276a - INS. Laboratory in Behavioral Neuroscience: Learning and Memory. Every fall. Seth J. Ramus.

Explores current research and theories in the neurobiology of learning and memory by examining the modular organization of the brain with an emphasis on a brain systems-level approach to learning and memory, using both lectures and laboratory work. Memory is not a unitary phenomenon, rather, different parts of the brain are specialized for storing and expressing different kinds of memory. In addition to discussing contemporary research, students use modern neuroscientific methods in the laboratory to demonstrate how different memory systems can be dissociated. Techniques include behavioral, neurosurgical, and histological analysis in vertebrate species.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and previous credit or concurrent registration in **Psychology 252**.

277b. **Research in Developmental Psychology**. Every spring. Samuel P. Putnam.

The multiple methods used in developmental research are examined both by reading research reports and by designing and conducting original research studies. The methods include observation, interviews, questionnaires, lab experiments, among others. Students learn to evaluate the relative strengths and weaknesses of both qualitative and quantitative approaches.

Prerequisite: **Psychology 210**, **213**, or **215**; **Psychology 251**; and previous credit or concurrent registration in **Psychology 252**.

Advanced Courses

[307b. Theories of Counseling and Psychotherapy.]

309b. **Psychotherapy, Psychology, and Philosophy**. Fall 2009. Barbara S. Held.

Many clinical psychologists are returning to psychology's roots in philosophy for guidance on how to best understand the nature and purposes of psychotherapy. Considers the clinical, scientific, and underlying philosophical issues that pertain to different systems of psychotherapy. In exploring different approaches to psychotherapy, particular attention is given to such questions as the nature of personhood and the self, methods of obtaining self-knowledge and warrant for claims about self-knowledge, whether humans have free will, the nature of therapeutic change, and the nature of human happiness or well being. Current debates about a proper science of psychotherapy are emphasized.

Prerequisite: **Psychology 213**, **259**, or **260**, or permission of the instructor.

313a. **Advanced Seminar in Behavioral Neuroscience**. Fall 2009. Diane W. Lee.

An advanced discussion of concepts in behavioral neuroscience. Topics include descriptions of neural circuitry, hormonal activity and molecular mechanisms, their evolutionary bases, and their roles in the regulation of developmental and adult behavioral expressions and associated processes.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and **Psychology 252**.

315a. **Hormones and Behavior**. Every other fall. Fall 2010. Richmond R. Thompson.

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and **Psychology 252**.

316a. **Comparative Neuroanatomy**. Every other fall. Fall 2011. Richmond R. Thompson.

An advanced discussion of concepts in vertebrate brain organization. The primary emphasis is upon structure/function relationships within the brain, particularly as they relate to behavior. Topics include basic neuroanatomy, brain development and evolution, and the neural circuitry associated with complex behavioral organization. Studies from a variety of animal models and from human neuropsychological assessments are used to demonstrate general principles of brain evolution and function.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and **Psychology 252**.

317b. The Psychology of Language. Every spring. Louisa M. Slowiaczek.

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

Prerequisite: **Psychology 216**, **251**, and **252**.

319a. Memory and Brain. Every other spring. Spring 2010. Seth J. Ramus.

Advanced seminar exploring the biological basis of learning and memory from a cellular to a systems-level analysis, providing insights into the mechanisms and organization of neural plasticity. Includes topics in molecular neuroscience, neurophysiology, neuropharmacology, and systems neuroscience. Discussions include evaluation of current research and theories, as well as a historical perspective.

Prerequisite: **Psychology 218** or **Biology 213**; one of the following: **Psychology 251**, **Biology 102**, **104**, **105**, or **109**; and **Psychology 252**.

320b. Social Development. Every fall. Samuel P. Putnam.

Research and theory regarding the interacting influences of biology and the environment as they are related to social and emotional development during infancy, childhood, and adolescence. Normative and idiographic development in a number of domains, including morality, aggression, personality, sex roles, peer interaction, and familial relationships are considered.

Prerequisite: **Psychology 210**, **213**, or **215**, and **Psychology 251** and **252**.

321b. Cognitive Development. Spring 2010. Suzanne Lovett.

Examines the development of cognitive understanding and cognitive processes from infancy through adolescence. Emphasis on empirical research and related theories of cognitive development. Topics include infant perception and cognition, concept formation, language development, theory of mind, memory, problem solving, and scientific thinking.

Prerequisite: **Psychology 210**, **213**, or **215**, and **Psychology 251** and **252**.

325b. Organizational Behavior. Every spring. Paul Schaffner.

Examines how people experience work in modern human organizations. Weekly seminar meetings address motivation, performance, commitment, and satisfaction; affect and cognition at work; coordination of activity; anticipation, planning, and decision making; organization-environment dynamics; and the enactment of change.

Prerequisite: **Psychology 251** and **252**.

[**326b. The Psychology of Stigma**. (Same as **Gay and Lesbian Studies 326** and **Gender and Women's Studies 325**.)]

Independent Study and Honors

291b–294b. Intermediate Independent Study in Psychology. The Department.

401b–404b Advanced Independent Study and Honors in Psychology. The Department.

Religion

Elizabeth A. Pritchard, *Department Chair*
Lynn A. Brettler, *Department Coordinator*

Professor: John C. Holt (Asian Studies)
Associate Professors: Jorunn J. Buckley†, Robert G. Morrison, Elizabeth A. Pritchard
Visiting Faculty: Daniel Ullucci

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

Requirements for the Major in Religion

The major consists of at least nine courses in religion. Required courses include **Religion 101 (Introduction to the Study of Religion)**; **Religion 390 (Theories about Religion)**; and four courses at the 200 level, including one each from the following four designated areas: (1) **Religion 215 (The Hebrew Bible in Its World)**, **Religion 216 (The New Testament in Its World)**, or **Religion 275 (Comparative Mystical Traditions)**; (2) **Religion 251 (Christianity)**, **Religion 252 (Marxism and Religion)**, **Religion 253 (Gender, Body, and Religion)**, or **Religion 259 (Religious Toleration and Human Rights)**; (3) **Religion 220 (Hindu Literatures)**, **Religion 221 (Hindu Cultures)**, **Religion 222 (Theravada Buddhism)**, or **Religion 223 (Mahayana Buddhism)**; (4) **Religion 207 (Introduction to Judaism)**, **Religion 208 (Islam)**, **Religion 210 (Esoteric Themes in Islamic Thought)**, or **Religion 232 (Approaches to the Qur'an)**. In addition, candidates for honors complete a tenth course, advanced independent study, as part of their honors projects. (See below, "Honors in Religion.")

No more than one first-year seminar may be counted toward the major. In order to enroll in **Religion 390**, a major normally will be expected to have taken four of the nine required courses. This seminar is also open to qualified non-majors with permission of the instructor. Normally, no more than three courses taken at other colleges or universities will count toward the major. No courses graded Credit/D/Fail may count towards the major or minor.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. Normally, proposals for honors projects shall be submitted for departmental approval along with registration for advanced independent study, and in any case no later than the end of the second week of the semester in which the project is undertaken. It is recommended, however, that honors candidates incorporate work from **Religion 390** as part of their honors projects, or complete two semesters of independent study in preparing research papers for honors consideration. In this latter case, proposals are due no later than the second week of the fall semester of the senior year.

Requirements for the Minor in Religion

A minor consists of five courses—**Religion 101**, three courses at the 200 level or higher (among these three electives, at least one course shall be in Western religions and cultures and one in Asian religions and cultures) and **Religion 390**.

First-Year Seminars

These introductory courses focus on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussion, reports, and writing. Topics change from time to time to reflect emerging or debated issues in the study of religion. For a full description of first-year seminars, see pages 149–60.

10c. Seeking a Historical Jesus. Fall 2009. Daniel Ullucci.

[**14c. Heresy and Orthodoxy**.]

[**16c. Sex and the Church**. (Same as **Gay and Lesbian Studies 16** and **Gender and Women's Studies 17**.)]

[**19c. Interpreting Religious Quests**.]

25c. The Islamic Revolution of Iran. Fall 2009. Robert G. Morrison.

Introductory Courses

101c - ESD. Introduction to the Study of Religion. Spring 2010. Elizabeth Pritchard.

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Eastern and Western religions. Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations of religion in ancient and contemporary, Asian and Western contexts.

125c - ESD, IP. Entering Modernity: European Jewry. Spring 2011. Susan L. Tananbaum.

Explores Jewish life through the lenses of history, religion, and ethnicity and examines the processes by which governments and sections of the Jewish community attempted to incorporate Jews and Judaism into European society. Surveys social and economic transformations of Jews, cultural challenges of modernity, varieties of modern Jewish religious expression, political ideologies, the Holocaust, establishment of Israel, and American Jewry through primary and secondary sources, lectures, films, and class discussions. (Same as **History 125**.)

142c. Philosophy of Religion. Spring 2011. Scott R. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? Approaches these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Philosophy 142**.)

Intermediate Courses

[**200c. Creating the World: Genesis and Its Interpreters**. (Same as **History 200**.)]

204c. Science, Magic, and Religion. Spring 2010. Dallas Denery.

Traces the origins of the scientific revolution through the interplay between late-antique and medieval religion, magic, and natural philosophy. Particular attention is paid to the conflict between paganism and Christianity, the meaning and function of religious miracles, the rise and persecution of witchcraft, and Renaissance hermeticism. (Same as **History 204**.)

Note: This course fulfills the pre-modern requirement for history majors.

[205c. Evil in Religious Contexts.]

[207c - ESD. Introduction to Judaism.]

208c - IP. Islam. Fall 2009. Robert G. Morrison.

With an emphasis on primary sources, pursues major themes in Islamic civilization from the revelation of the Qur'an to Muhammad until the present. From philosophy to political Islam, and from mysticism to Muslims in America, explores the diversity of a rapidly growing religious tradition.

210c - IP. Esoteric Themes in Islamic Thought. Spring 2010. Robert G. Morrison.

Explores, historically, the development and growth of Sufism and other esoteric movements of Islam. Questions that will arise include: Do these esoteric and mystical ideas supplant or complement the exoteric practices and beliefs of Islam? Why is Sufism important for Sufis? How do we study religious ideas that thrive, sometimes, on defying description?

[215c - ESD. The Hebrew Bible in Its World.]

216c - ESD. The New Testament in Its World. Fall 2009. Daniel Ullucci.

Situates the Christian New Testament in its Hellenistic cultural context. While the New Testament forms the core of the course, attention is paid to parallels and differences in relation to other Hellenistic religious texts: Jewish, (other) Christian, and pagan. Religious leadership, rituals, secrecy, philosophy of history, and salvation are some of the main themes.

219c. Religion and Fiction in Modern South Asia. Spring 2010. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels, including Salman Rushdie (*Midnight's Children, The Satanic Verses*), V. S. Naipaul (*An Area of Darkness*, *India: A Million Mutinies Now?*), Gita Mehta (*A River Sutra*), etc. **Religion 220** or **221** recommended. (Same as **Asian Studies 219**.)

[220c - IP. Hindu Literatures. (Same as **Asian Studies 240**.)]

[221c - IP. Hindu Cultures. (Same as **Asian Studies 241**.)]

222c - ESD, IP. Theravada Buddhism. Fall 2009. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Asian Studies 242**.)

223c - IP. Mahayana Buddhism. Spring 2010. John Holt.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch*, among others. (Same as **Asian Studies 223**.)

[**232c - IP. Approaches to the Qur'an**.]

[**251c. Christianity**.]

252c. Marxism and Religion. Spring 2010. Elizabeth Pritchard.

Despite Karl Marx's famous denunciation of religion as the "opiate of the masses," Marxism and religion have become companionable in the last several decades. Examines this development through the works of thinkers and activists from diverse religious frameworks, including Catholicism and Judaism, who combine Marxist convictions and analyses with religious commitments in order to further their programs for social emancipation. Included are works by liberation theologians Hugo Assmann, Leonardo Boff, and José Miguez Bonino, and philosophers Theodor Adorno, Walter Benjamin, Herbert Marcuse, and Cornel West.

253c - ESD. Gender, Body, and Religion. Fall 2009. Elizabeth Pritchard.

A significant portion of religious texts and practices is devoted to the disciplining and gendering of bodies. Examines these disciplines including ascetic practices, dietary restrictions, sexual and purity regulations, and boundary maintenance between human and divine, public and private, and clergy and lay. Topics include desire and hunger, abortion, women-led religious movements, the power of submission, and the related intersections of race and class. Materials are drawn from Christianity, Judaism, Neopaganism, Voudou, and Buddhism. (Same as **Gender and Women's Studies 256**.)

259c. Religious Toleration and Human Rights. Fall 2009. Elizabeth Pritchard.

Is toleration a response to difference we cannot do without or is it simply a strategy for producing religious subjectivities that are compliant with liberal political rule? Is toleration a virtue like forgiveness or a poor substitute for justice? Examines the relationship between early modern European arguments for toleration and the emergence of universal human rights as well as the continuing challenges that beset their mutual implementation. Some of these challenges include confronting the Christian presuppositions of liberal toleration, accommodating the right to religious freedom while safeguarding cultural diversity by prohibiting proselytism, and translating arguments for religious toleration to the case for nondiscrimination of sexual orientations and relationships. In addition to case studies and United Nations documents, course readings include selections from Locke, Marx, Heyd, Walzer, Brown, Pellegrini, and Richards.

275b - ESD. Comparative Mystical Traditions. Fall 2010. Jorunn Buckley.

Taking a clue from the Greek verb behind the term "mysticism," "to see inwardly" *(muein)*, studies primary texts—some "classical," others less well known—with a specific focus on Jewish, Hellenistic, Christian, and Islamic materials. Avoiding "universal" ideas about mystical traditions, places mystical aspects within their specific religious traditions. Focuses on the language(s) of mysticism: how are mystical techniques, training regimens, and experiences expressed in their respective religious-cultural frameworks? Mysticism is seen as separate from modern "self-help" therapies and other ego-enhancing systems. Religious-political aspects of mysticism are treated, especially with respect to certain types of medieval European Christian mysticism.

289c - IP. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2009. Sree Padma Holt.

Focuses include (1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; (2) how various categories of goddesses can be seen or not as the forms of the "great goddess"; and (3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as Devi Mahatmya, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Asian Studies 289** and **Gender and Women's Studies 289**.)

291c–294c. Intermediate Independent Study in Religion. The Department.

Advanced Courses

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. **Religion 390** is required for majors, and normally presupposes that four of nine required courses have been taken.

[**310c - ESD. Gnosticism**.]

[**318c. Pilgrimage: Narrative and Ritual**. (Same as **Asian Studies 318**.)]

[**321c. Medieval Drama**. (Same as **English 321**.)]

330c. Judaism Under Islam. Spring 2010. Robert Morrison.

Since the rise of Islam in the early seventh century c.e., Jews have lived in the Islamic world. The historical experience of these Jews has shaped their religious traditions in ways that have touched Jews worldwide. Places developments in Jewish liturgy, thought, and identity within the context of Islamic civilization. Answers the question of how Jews perceive themselves and Judaism with regard to Muslims and Islam.

390c. Theories about Religion. Fall 2009. John Holt.

Seminar focused on how religion has been explained and interpreted from a variety of intellectual and academic perspectives from the sixteenth century to the present. In addition to a historical overview of religion's interpretation and explanation, the focus also includes consideration of postmodern critiques and the problem of religion and violence in the contemporary world.

Prerequisite: **Religion 101**.

401c–404c. Advanced Independent Study and Honors in Religion. The Department.

Romance Languages

Arielle Saiber, *Department Chair*
Kate Flaherty, *Department Coordinator*

Professors: John H. Turner, William C. VanderWolk
Associate Professors: Elena Cueto-Asín, Charlotte Daniels†, Katherine Dauge-Roth, Arielle Saiber, Enrique Yepes
Assistant Professors: Nadia V. Celis, Gustavo Faverón-Patriau, Margaret Hanétha Vété-Congolo
Lecturers: Davida Gavioli, Anna Rein, Eugenia Wheelwright†,
Visiting Faculty: Annelle Curulla, Valérie Guillet, Lindsay Kaplan, Karen Lindo, María Báez Marco, Esmeralda A. Ulloa, Carolyn Wolfenzon
Teaching Fellows: Aurélie LeSaint, Boris Romero-Ponce, Léah Schmid

The Department of Romance Languages offers courses in French, Italian, and Spanish language, literature, and culture. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking, Italian-speaking, and Spanish-speaking worlds through a curriculum designed to prepare students for teaching, international work, or graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Study Abroad

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for departmental honors must have an outstanding record in other courses in the department.

Requirements for Majors in the Department of Romance Languages

Students may declare a major in French or in Spanish or in Romance languages (with courses in French, Italian, and Spanish). All majors are expected to achieve breadth in their knowledge of the French-, Italian-, and/or Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as art history, Latin American studies, history, English, and Africana studies. The major consists of nine courses more advanced than **French 204** or **Spanish 204**.* Students must achieve a grade of C or higher in all prerequisite courses.

All majors in Spanish, French, and Romance languages will complete at least three 300-level courses. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Students who study abroad for one semester will receive a maximum of three credits toward the major. Those who study abroad for the academic year will receive a maximum of four credits toward the major.

Spanish Major Requirements

Nine courses higher than **Spanish 204***, including:

1. **Spanish 205**, **209** and **210**
2. three courses at the 300 level—at least two 300-level courses must be taken at Bowdoin.
3. Students are strongly encouraged to include courses dealing with all periods and several Spanish-speaking contexts.

French Major Requirements

Nine courses higher than **French 204***, including:

1. two of the following four courses (one from **207**, **208**; one from **209**, **210**, or the equivalent in study abroad):
   French 207
   French 208
   French 209
   French 210
2. three courses at the 300 level, including **French 351** (senior seminar)—at least two 300-level courses must be taken at Bowdoin.
3. Students are strongly encouraged to include courses dealing with all periods and several Francophone contexts.

* or eight courses higher than **204** for students beginning in **101**, **102**, or **203**.

Romance Languages Major Requirements

Nine courses higher than **204** in at least two languages, including the corresponding requirements below:

1. **French 207** or **208** and **209** or **210** (or the equivalent in study abroad)
2. **Italian 205** and **208** (or the equivalent in study abroad), if combining Spanish *or* French with Italian
3. **Spanish 209** and **210** (or the equivalent in study abroad)
4. three courses at the 300 level. At least two 300-level courses must be taken at Bowdoin.*

* Students whose major focus is French will take **French 351** (senior seminar) as one of the 300-level courses.

Requirements for Minors in Romance Languages

Students may declare a minor in French, Italian, or Spanish. The minor consists of at least three courses at Bowdoin in one language higher than **204**, including one 300-level course. The Italian minor may include one 200-level course from abroad; the 300-level course must be taken at Bowdoin. Courses taken abroad do not count for the French or Spanish minor.

Placement

Entering first-year and transfer students who plan to take French, Italian, or Spanish must take the appropriate placement test, administered online during the summer. Students with questions regarding placement should speak with a faculty member in the department.

FRENCH

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

[18c. Don Juan and His Critics.]

Introductory, Intermediate, and Advanced Courses

101c. Elementary French I. Every fall. Fall 2009. Valérie Guillet.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments. Primarily open to first- and second-year students who have had two years or less of high school French. A limited number of spaces are available for juniors and seniors.

102c. Elementary French II. Every spring. Spring 2010. Annelle Curulla.

A continuation of **French 101**. A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments.

Prerequisite: **French 101** or the equivalent.

203c. Intermediate French I. Every fall. Fall 2009. Lindsay Kaplan and Hanétha Vété-Congolo.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 102** or placement.

204c. Intermediate French II. Every spring. Spring 2010. Hanétha Vété-Congolo.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature, magazines, and newspapers form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 203** or placement.

205c. Advanced French I. Every fall. Fall 2009. Annelle Curulla, Katherine Dauge-Roth, and Karen Lindo.

Conversation and composition based on a variety of contemporary films and texts about France and Francophone countries. Grammar review and frequent short papers. Emphasis on student participation including short presentations and debates. Three hours per week plus one weekly viewing session for films and weekly conversation session with teaching fellow.

Prerequisite: **French 204** or placement.

207c - ESD, IP. Francophone Cultures. Every fall. Fall 2009. Karen Lindo and Hanétha Vété-Congolo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films. Conducted in French. (Same as **Africana Studies 207** and **Latin American Studies 206**.)

Prerequisite: **French 205** or permission of the instructor.

208c - ESD, IP. Contemporary France through the Media. Every spring. Spring 2010. Katherine Dauge-Roth.

An introduction to contemporary France through newspapers, magazines, television, music, and film. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France or another Francophone country. Conducted in French.

Prerequisite: **French 205** or permission of the instructor.

209c - IP. Introduction to the Study and Criticism of Medieval and Early Modern French Literature. Every fall. Fall 2009. Annelle Curulla.

An introduction to the literary tradition of France from the Middle Ages to the French Revolution. Students are introduced to major authors and literary movements in their cultural and historical contexts. Conducted in French.

Prerequisite: **French 205** or permission of the instructor.

210c - IP. Introduction to the Study and Criticism of Modern French Literature. Every spring. Spring 2010. Karen Lindo and William VanderWolk.

Introduces students to the literary tradition of the French-speaking world from 1789 to the present. Focus on major authors and literary movements in historical and cultural context. Conducted in French.

Prerequisite: **French 205** or permission of the instructor.

309–329. Topics in French and Francophone Literature. Every year. The Department.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period. Conducted in French.

[309c. Joan of Arc and La Marianne in French Literature and Culture.]

[319c. Remembering Slavery in the French Tradition.]

321c. Resistance, Revolt, and Revolution. Fall 2009. William VanderWolk.

Examines historical images of revolt in France, as seen in literature and film from 1789 to 1968. Also short readings in political, historical, and philosophical texts.

Prerequisite: Two of the following: **French 207** or **208**, **French 209** or **210**, one 300-level course in French; or permission of the instructor.

[323c. Murder, Monsters, and Mayhem: The *fait divers* in Literature and Film.]

[324c. Empirical Africa: Exoticism, Race, and Gender. (Same as **Africana Studies 324** and **Latin American Studies 324**.)]

[325c. Witches, Monsters, and Demons: Representing the Occult in Early Modern France.]

326c. Body Language: Writing Corporeality in Early Modern France. Fall 2009. Katherine Dauge-Roth.

Analysis of texts and images from early modern literary, philosophical, medical, ecclesiastical, and artistic sources from the sixteenth through eighteenth centuries, as well as of modern film, Web, and textual media, allows students to explore the conflicting roles of early modern bodies through several themes: birth and death, medicine and hygiene, gender and sexuality, social class, race, monstrosity, Catholic and Protestant visions of the body, the royal body, the body politic. Thoughtful comparison and examination of the meanings of the body today encouraged throughout. Conducted in French.

Prerequisite: Two of the following: **French 207** or **208**, **French 209** or **210**, one 300-level course in French; or permission of the instructor.

[**327c. Love, Letters, and Lies.**]

351c. Senior Seminar for French Majors. Every spring. Spring 2010. Hanétha Vété-Congolo.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year. This course is required for the major in French or Romance languages.

401c–404c. Independent Study and Honors in French. The Department.

ITALIAN

101c. Elementary Italian I. Every fall. Fall 2009. Davida Gavioli and Arielle Saiber.

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

102c. Elementary Italian II. Every spring. Spring 2010. Anna Rein and Arielle Saiber.

Continuation of **Italian 101**. Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or the equivalent.

203c. Intermediate Italian I. Every fall. Fall 2009. Anna Rein.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or placement.

204c. Intermediate Italian II. Every spring. Spring 2010. Davida Gavioli.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or placement.

205c. Advanced Italian I. Every fall. Fall 2009. Arielle Saiber.

Strengthens fluency in reading, writing, and speaking through an introduction to contemporary Italian society and culture. An advanced grammar review is paired with a variety of journalistic and literary texts, visual media, and a novel. Conducted in Italian.

Prerequisite: **Italian 204** or placement.

208c. Introduction to Contemporary Italy: Dalla Marcia alla Vespa. Spring 2010. Davida Gavioli.

In the recent past, Italy has experienced violent political, economic, and cultural changes. In short succession, it experienced Fascist dictatorship, the Second World War, the Holocaust, and Civil War, a passage from Monarchy to Republic, a transformation from a peasant existence to an industrialized society, giving rise to a revolution in cinema, fashion, and transportation. How did all this happen? Who were the people behind these events? What effect did they have on everyday life? Answers these questions, exploring the history and the culture of Italy from Fascism to contemporary Italy, passing through the economic boom, the "Years of Lead," and the Mafia. Students have the opportunity to "relive" the events of the twentieth century, assuming the identity of real-life men and women. Along with historical and cultural information, students read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, Ginzburg, and others, and see films by directors like Scola, Taviani, De Sica, and Giordana.

Prerequisite: **Italian 205** or permission of the instructor.

[**232c - ESD. How To Do It: Guides to the Art of Living Well in the Italian Renaissance**.]

[**251b. The Culture of Italian Fascism**. (Same as **Anthropology 251**.)]

308c. Of Gods, Dons, and Leopards: Literary Representations of Sicily between Reality and Metaphor. Fall 2009. Davida Gavioli.

In their attempt to "write Sicily," nineteenth- and twentieth-century Sicilian authors have had to come to terms with a land rife with contradictions that has often been considered a reality unto itself. Since ancient times, Sicily has been a crossroads of cultures and civilizations whose influence has created a Babel of languages, customs, and ideas that separates it from, while uniting it to, the mainland. Examines the construction of the idea of "Sicily" and "sicilianità" in the writing of twentieth-century natives like Luigi Pirandello, Giuseppe Tomasi di Lampedusa, Vitaliano Brancati, Leonardo Sciascia, Vincenzo Consolo, and Andrea Camilleri. Emphasis placed on a critical analysis of attempts to define the "essence" of the Sicilian character within the social and historical context of post-Unification Italy.

Prerequisite: **Italian 208** or permission of the instructor.

309c. Introduction to the Study and Criticism of Medieval and Early Modern Italian Literature. Spring 2010. Arielle Saiber.

An introduction to the literary tradition of Italy from the Middle Ages through the early Baroque period. Focus on major authors and literary movements in their historical and cultural contexts. Conducted in Italian.

Prerequisite: **Italian 205** or permission of the instructor.

[**314c. Italian Theater**.]

[**316c. Red, White, Green, and...Noir: Reading Italy through Crime Fiction**.]

401c–404c. Independent Study in Italian. The Department.

SPANISH

101c. Elementary Spanish I. Every fall. Fall 2009. Esmeralda A. Ulloa.

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills. **Spanish 101** is open to first- and second-year students who have had less than one year of high school Spanish.

102c. Elementary Spanish II. Every spring. Spring 2010. María Báez Marco.

Continuation of **Spanish 101**. Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or the equivalent.

203c. Intermediate Spanish I. Every fall. Fall 2009. Gustavo Faverón-Patriau and Carolyn Wolfenzon.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

204c. Intermediate Spanish II. Fall 2009. Nadia Celis. Spring 2010. John Turner and Enrique Yepes.

Three class hours per week and one weekly conversation session with the assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

205c. Advanced Spanish. Every semester. Fall 2009. Elena Cueto-Asín, John Turner, and Enrique Yepes. Spring 2010. Elena Cueto-Asín.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Latin American Studies 205**.)

Prerequisite: **Spanish 204** or placement.

209c - IP. Introduction to Hispanic Studies: Poetry and Theater. Fall 2009. John Turner. Spring 2010. Gustavo Faverón-Patriau and Enrique Yepes.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of poetry and theater. Examines major literary works and movements in their historical and cultural context. One weekly workshop with assistant in addition to class time. Conducted in Spanish. (Same as **Latin American Studies 209**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

210c - IP. Introduction to Hispanic Studies: Essay and Narrative. Fall 2009. Carolyn Wolfenzon. Spring 2010. Nadia Celis and Elena Cueto-Asín.

A chronological introduction to the cultural production of the Spanish-speaking world from pre-Columbian times to the present, with particular emphasis on the analysis of essay and narrative. Examines major literary works and movements in their historical and cultural context. (Same as **Latin American Studies 210**.)

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**) or permission of the instructor.

301–349. Topics in Hispanic Literary and Cultural Studies. Every year. The Department.

Designed to provide advanced students with the opportunity to deepen the study of specific aspects of the cultural production from the Spanish-speaking world. Conducted in Spanish.

301c- Contemporary Spain: Diversity, Tradition, Change. Fall 2009. Elena Cueto-Asín.

A study of contemporary Spain through the analysis of a wide array of texts (essay, press, film, advertisement, music, etc.), aimed at understanding the complexities of a society and culture as determined by geographical, linguistic, and ethnic diversity, and by forces of history and tradition vis-à-vis modernity and political change. Conducted in Spanish.

Prerequisite: **Spanish 205** (same as **Latin American Studies 205**).

315c. Engaging Neruda's *Canto General*. Fall 2009. Enrique Yepes.

Delves into Latin America's most renowned twentieth-century epic poem as it engages history, geography, aesthetics, subjectivity, gender, and a post-colonial gaze. Close reading of the book meshes with the study of its intellectual breeding ground and follow-up in diverse media. Examines precursors, enthusiasts, and challengers in poetry by Alonso de Ercilla, Andrés Bello, Ernesto Cardenal, Martín Adán, and Elicura Chihuailaf; in visual arts by the Mexican muralists and Martín Chambi; in music by Silvestre Revueltas, Peter Schat, and the Nueva Canción movement; and in narrative by Hernán Cortés and Eduardo Galeano, among others. Conducted in Spanish. (Same as **Latin American Studies 315**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

318c. A Journey around Macondo: García Márquez and His Contemporaries. Fall 2009. Nadia Celis.

Studies the main topics, techniques, and contributions of Colombian Nobel Prize winner Gabriel García Márquez as presented in *One Hundred Years of Solitude*. Explores the actual locations, social, and cultural trends that inspired the creation of Macondo, the so-called "village of the world" where the novel takes place, and the universal themes to which this imaginary town relates. His work is read in connection with other contemporary writers who were part of the intellectual climate in which the novel was written, such as José Félix Fuenmayor, Álvaro Cepeda Samudio, and Héctor Rojas Herazo. Conducted in Spanish. (Same as **Latin American Studies 318**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

319c. Letters from the Asylum: Madness and Representation in Latin American Fiction. Fall 2009. Gustavo Faverón-Patriau.

Explores the concept of madness and the varying ways in which mental illness has been represented in twentieth-century Latin American fiction. Readings include short stories and novels dealing with the issues of schizophrenia, paranoia, and psychotic behavior by authors such as Horacio Quiroga, Jorge Luis Borges, Cristina Rivera Garza, and Carlos Fuentes. Also studies the ways in which certain authors draw from the language and symptoms of schizophrenia and paranoia in order to construct the narrative structure of their works and in order to enhance their representation of social, political, and historical conjunctures. Authors include Diamela Eltit, Ricardo Piglia, César Aira, and Roberto Bolaño. (Same as **Latin American Studies 319**.)

Prerequisite: Two of the following: **Spanish 207** (same as **Latin American Studies 207**), **208**, **209** (same as **Latin American Studies 209**) or **210** (same as **Latin American Studies 210**); or permission of the instructor.

[**320c. Beyond Sea, Sun, and Sugar: Thinking and Writing the Hispanic Caribbean.** (Same as **Latin American Studies 320**.)]

[**323c. The War of the (Latin American) Worlds.** (Same as **Latin American Studies 323**.)]

[**324c. Twentieth-Century Spanish Theater**.]

[**325c. Spanish Civil War in Literature and Film**.]

[**326c. A Body "of One's Own": Latina and Caribbean Women Writers**. (Same as **Gender and Women's Studies 326** and **Latin American Studies 326**.)]

[**327c. Reading Spanish Film**.]

[**328c. Don Quijote**.]

[**332c. Poetry and Social Activism in Latin America**. (Same as **Latin American Studies 332**.)]

[**335c. Conquest and Sovereignty in Latin American Literature**. (Same as **Latin American Studies 335**.)]

[**336c. Reading Images: Intersections of Art, Film, and Literature in Contemporary Latin America**. (Same as **Latin American Studies 336**.)]

[**338c. Shining Path and the End of the World**. (Same as **Latin American Studies 338**.)]

[**340c. River Plate Writers**. (Same as **Latin American Studies 340**.)]

[**341c. Colonial Experience and Post-colonial Perspectives**. (Same as **Latin American Studies 341**.)]

[**342c. Narratives of Memory in Contemporary Spain**.]

401c–404c. Independent Study and Honors in Spanish. The Department.

Russian

Raymond H. Miller, *Department Chair*
Tammis L. Lareau, *Department Coordinator*

Professor: Jane E. Knox-Voina
Associate Professor: Raymond H. Miller

Requirements for the Major in Russian Language and Literature

The Russian major consists of ten courses (eleven for honors). These include **Russian 101**, **102** and **203**, **204**; four courses in Russian higher than **Russian 204**; and two approved courses in either Russian literature in translation or Slavic civilization, or approved related courses in government, history, or economics (e.g., **History 218**, **The History of Russia, 1825–1936**).

Interdisciplinary Major

The department participates in an interdisciplinary major in Eurasian and East European studies. See pages 210–212.

Study Abroad

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian-language programs in Moscow, St. Petersburg, Yaroslavl, Voronezh, and Irkutsk that are open to all students who have taken the equivalent of two or three years of Russian. Programs should be discussed with the Russian department. Students returning from study abroad will be expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward both the Eurasian and East European major and the Russian major; four credits may be counted toward a Russian major from a year-long program.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the available regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

Requirements for the Minor in Russian

The minor consists of seven courses (including the first two years of Russian).

Courses Taught in English Translation

The department offers courses in English that focus on Russian history, literature, and culture. These may be taken by non-majors and include a series of 200-level courses: **Russian 220–251**.

First-Year Seminars

22c. "It Happens Rarely, Maybe, but It Does Happen" – Fantasy and Satire in East Central Europe. Fall 2010. Raymond Miller.

Courses in Russian for Majors and Minors

101c. Elementary Russian I. Every fall. Fall 2009. Jane Knox-Voina.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; multimedia material (seeing and making short film clips); the development of facility in speaking through interactive dialogs and understanding simple Russian. Conversation hour with native speaker.

102c. Elementary Russian II. Spring 2010. Jane Knox-Voina.

Continuation of **Russian 101**. Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; multimedia material (seeing and making short film clips); the development of facility in speaking through interactive dialogs and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

203c. Intermediate Russian I. Every fall. Fall 2009. Raymond Miller.

A continuation of **Russian 101, 102**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 102** or permission of the instructor.

204c. Intermediate Russian II. Spring 2010. Raymond Miller.

A continuation of **Russian 203**. Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 203** or permission of the instructor.

291c–294c. Intermediate Independent Study in Russian. The Department.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media or intensive language study).

Prerequisite: **Russian 305** or permission of the instructor.

305c. Advanced Reading and Composition in Russian. Every fall. Fall 2010. Jane Knox-Voina.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 204** or permission of the instructor.

307c. Russian Folk Culture. Every other year. Fall 2011. Raymond Miller.

A study of Russian folk culture: folk tales, fairy tales, legends, and traditional oral verse, as well as the development of folk motives in the work of modern writers. Special emphasis on Indo-European and Common Slavic background. Reading and discussion in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

309c. Nineteenth-Century Russian Literature. Every other fall. Fall 2010. Raymond Miller.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian Romantic realism. Writers include Pushkin, Lermontov, Gogol', Turgenev, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or permission of the instructor.

310c. Modern Russian Literature. Every other spring. Spring 2011. Jane Knox-Voina.

An introduction to twentieth-century Russian literature from Symbolism to Postmodernism. Reading of poetry by Blok, Akhmatova, Mayakovsky, Evtushenko, and Okudzhava, along with short prose by Zamiatin, Babel, Zoshchenko, Kharms, Shalamov, Aksenov, Shukshin, Petrushevskaya, Tolstaya, Ulitskaya, Sadur, and Pelevin. Close readings of the assigned works are viewed alongside other artistic texts and cultural phenomena, including the bard song, film, conceptual and sots-art, and rock- and pop-music.

Prerequisite: **Russian 305** or permission of the instructor.

316c. Russian Poetry. Spring 2012. Jane Knox-Voina.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky. Earlier history of Russian verse is also discussed. Includes study of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

401c–404c. Advanced Independent Study and Honors in Russian. The Department.

Individual research in Russian studies. Major sources should be read in Russian. A two-semester project is necessary for honors in Russian.

Prerequisite: One course in Russian higher than **305** and permission of the instructor.

IN ENGLISH TRANSLATION

220c - IP. Nineteenth-Century Russian Literature. Fall 2009. Raymond Miller.

Traces the development of Russian realism and the Russian novel in the context of contemporary intellectual history. Specific topics include the Russian response to Romanticism; the rejection of Romanticism in favor of the "realistic" exposure of Russia's social ills; Russian nationalism and literary Orientalism; the portrayal of women and their role in Russian society; the reflection of contemporary political controversies in Russian writing. Authors include Pushkin, Gogol', Lermontov, Belinsky, Turgenev, Dostoevsky, and Tolstoy. Russian majors are required to do some reading in Russian.

221c - IP, VPA. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Fall 2009. Jane Knox-Voina.

Explores twentieth-century Russian society through critical analysis of film, art, architecture, music, and literature. Topics include scientific utopias, eternal revolution, individual freedom versus collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, the thaw and double think, stagnation of the 1970s, post-glastnost sexual liberation, and black hole art. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Bulgakov, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, Petrushevskaya, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Gender and Women's Studies 220**.)

223c. Dostoevsky and the Novel. Spring 2011. The Department.

Examines Fyodor Dostoevsky's later novels. Studies the author's unique brand of realism ("fantastic realism," "realism of a higher order"), which explores the depths of human psychology and spirituality. Emphasis on the anti-Western, anti-materialist bias of Dostoevsky's quest for meaning in a world growing increasingly unstable, violent, and cynical. Special attention is given to the author's treatment of urban poverty and the place of women in Russian society. (Same as **Gender and Women's Studies 221**.)

224c. Dostoevsky or Tolstoy. Spring 2010. Raymond Miller.

Explores and compares two giants of Russian literature, Lev Tolstoy and Fyodor Dostoevsky. Their works are read for their significance, both to Russian cultural history and to European thought; special attention is paid to the portrayal of women and women's issues by both authors. Part I studies Dostoevsky's quest for guiding principles of freedom and love in a world of growing violence, cynicism, and chaos. "The Woman Question" emerges as a constant subject: Dostoevsky particularly concerned himself with the suffering of poor and humiliated women. A close reading of several short works and the novel *Brothers Karamazov* set in their historical and intellectual framework. Emphasis on the novelist's struggle between Western materialistic individualism and Eastern voluntary self-renunciation. Examines Dostoevsky's "fantastic realism" as a polyphony of voices, archetypes, and religious symbols. Part II studies Tolstoy's development both as a novelist and a moral philosopher. Examines several works, the most important being the novel *Anna Karenina*, with special emphasis on the tension between Tolstoy-the-artist and Tolstoy-the-moralist. Discussion of the writer's role as "the conscience of Russia" in the last thirty years of his life, as well as his influence on such figures as Gandhi and Martin Luther King. (Same as **Gender and Women's Studies 217**.)

[**226c. Engineering Human Souls: Stalinist Culture and Russian Society.**]

251c - IP, VPA. Russia's "Others": Siberia and Central Asia through Film and Literature. Spring 2010. Jane Knox-Voina.

Films, music, short stories, folklore, art analyzed for the construction of national identity of Asian peoples from the Caucasus to the Siberian Bering Straits—Russia and the Former Central Asia (the "stans" and Mongolia). Themes: Multicultural conflicts along the Silk Road, the transit zone linking West to East. Changing roles of Asian women as cornerstone for nations. Survival and role of indigenous peoples in solving cultural, economic, and geopolitical issues facing the twenty-first century. Arrival of "outsiders": from early traders and Siberian settlers to exiled convicts; from early conquerors to despotic Bolshevik rulers, from Genghis Khan to Stalin. Impact of Soviet collectivization, industrialization, and modernism on traditional beliefs, the environment, subsistence indigenous cultures, and Eastern spiritualities (Muslimism, shamanism). Questions how film and literature both tell and shape the story of "nations." Films include S. Bodrov's *Prisoner of the Mountains (Caucasus)* and *Mongol*; V. Pudovskin's *Storm Over Asia*, A. Kurosawa's *Dersu Uzala*, N. Mikhalkov's *Close to Eden*, A. Konchalovsky's *Siberiade*, G. Omarova's *Schizo*. (Same as **Gender and Women's Studies 243**.)

Sociology and Anthropology

Nancy E. Riley, *Department Chair*
Lori B. Quimby, *Department Coordinator*

Professors: Susan E. Bell, Sara A. Dickey**, Scott MacEachern, Craig A. McEwen, Nancy E. Riley
Associate Professors: Pamela Ballinger†, Joe Bandy†, Susan A. Kaplan, Krista E. Van Vleet†
Assistant Professors: Dhiraj Murthy, Seth Ovadia†
Visiting Faculty: Jan M. Brunson, Marie Sarita Gaytán, H. Roy Partridge Jr., Leslie Shaw
Fellow: Chad Uran

Requirements for the Major

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social and cultural knowledge are acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs:

The major in sociology consists of ten courses, including **Sociology 101**, **201**, **211**, and **310**. One or two of the ten courses may be advanced courses from anthropology (or, if approved by the department chair, from related fields to meet the student's special interests) or off-campus study courses (with departmental approval). In all cases, at least seven of the courses counted toward the major must be Bowdoin sociology courses. **Sociology 201** should be taken in the sophomore year.

The major in anthropology consists of nine courses, including **Anthropology 101**, **102**, **201**, **203**, and **310**, and one course with an area focus. Students are urged to complete **Anthropology 101**, **102**, **201**, and **203** as early as possible. One or two of the nine courses may be taken from the advanced offerings in sociology and/or, with departmental approval, from off-campus study programs. In all cases, at least seven of the courses counted toward the major must be Bowdoin anthropology courses.

Requirements for the Minor

The minor in sociology consists of five sociology courses, including **Sociology 101**, **201**, and **211**, and two other sociology courses. One of the elective courses may be from off-campus study.

The minor in anthropology consists of five anthropology courses, including **Anthropology 101** and **203**, either **102** or **201**, and an area study course. One of the elective courses may be from off-campus study.

For the *anthropology* major or minor program, one semester of independent study may be counted. For the *sociology* major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Core Courses

The *core courses* in sociology (**101**, **201**, **211**, and **310**) and the *core courses* in anthropology (**101**, **102**, **201**, **203**, and **310**) must be taken at Bowdoin. Courses in which CR (Credit) grades are received do not count toward the major or minor. In order for a course to fulfill the major or minor requirements in sociology or anthropology, a grade of C- or above must be earned in that course.

Off-Campus Study

Study away in a demanding academic program can contribute substantially to a major in sociology and anthropology. Students are advised to plan study away for their junior year. A student should complete either the **Sociology 201** or **Anthropology 201** research methods course, depending on their major, before studying away. Students must obtain provisional approval for their study away courses in writing by department faculty before they leave for study away, and then seek final approval upon their return to Bowdoin.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

SOCIOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

10b. Racism. Fall 2009. Roy Partridge.
(Same as **Africana Studies 10**.)

[**14b. America in the 1970s**.]

22b. In the Facebook Age. Spring 2010. Dhiraj Murthy.

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Sociology. Fall 2009. Marie Sarita Gaytán and Dhiraj Murthy. Spring 2010. Susan Bell and Marie Sarita Gaytán.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

201b. Introduction to Social Research. Spring 2010. Nancy Riley.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or permission of the instructor.

[**204b. Families: A Comparative Perspective**. (Same as **Gender and Women's Studies 204**.)]

[**205b - ESD. Urban Sociology**.]

[**208b. Race and Ethnicity**. (Same as **Africana Studies 208**.)]

211b. Classics of Sociological Theory. Fall 2009. Susan Bell.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or permission of the instructor.

216b - ESD. Food, Culture, and Society. Fall 2009. Marie Sarita Gaytán.

Food has economical, cultural, and social significance beyond its importance as a source of sustenance. Examines individual and group relationships to food and employs them as rich lenses through which to study political arrangements, concepts of community, and expressions of identity. Readings examine the ways in which what, when, how, and with whom people eat enforces structures of inequality, establishes the roots of social solidarity, and creates the potential for social change. Case studies include Milk, Chicken, Coffee, and Tequila. (Same as **Latin American Studies 216**.)

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

[**217b** - **ESD**. **Overcoming Racism**. (Same as **Africana Studies 217**.)]

218b. **Sociology of Law**. Spring 2010. CRAIG MCEWEN.

An analysis of the development and function of law and legal systems in industrial societies. Examines the relationships between law and social change, law and social inequality, and law and social control. Special attention is paid to social influences on the operation of legal systems and the resultant gaps between legal ideals and the "law in action."

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

[**220b** - **ESD**. **Class, Labor, and Power**.]

[**221b** - **ESD**. **Environmental Inequality and Justice**. (Same as **Environmental Studies 221**.)]

[**222b** - **ESD**. **Introduction to Human Population**. (Same as **Environmental Studies 222** and **Gender and Women's Studies 224**.)]

[**223b** - **ESD**. **Cultural Interpretations of Medicine**. (Same as **Gender and Women's Studies 223**.)]

224b - **IP**. **Global Health Matters**. Fall 2009. SUSAN BELL.

Introduces students to international health, healing, and medicine from individual experiences in local contexts to global practices. Locates health and health care within particular cultural, social, historical, and political circumstances. How do these diverse forces shape the organization of healthcare providers and systems of health care delivery? How do these forces influence people's symptoms, health beliefs, utilization of healthcare, and interactions with healthcare providers? How are local practices of health and healthcare linked to large-scale social and economic structures? Topics include structural violence; global pharmaceuticals; the commodification of bodies, organ trafficking, and organ transplantation; pregnancy and reproduction.

Prerequisite: **Sociology 101** or **Anthropology 101**.

[**225b** - **IP**. **Globalization and Social Change**. (Same as **Latin American Studies 225**.)]

227b - **IP**. **Transnational Race and Ethnicity**. Spring 2010. DHIRAJ MURTHY.

Examines globally mediated formations of ethnic and racial identities, including the ways in which transnational communities are shaped through contact with "homelands" (physically and virtually) and vice versa. Particular attention is given to "Black" and "South Asian" diasporic communities based in London and the transnational cultural networks in Africa, the Indian Subcontinent, and the Caribbean that they help maintain. Readings include works by Paul Gilroy, Arjun Appadurai, Les Back, Stuart Hall, Jayne Ifekwunigwe, Ian Ang, and the Delhi-based sarai school. (Same as **Africana Studies 227** and **Asian Studies 263**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

[**233b** - **ESD**. **Asian American Experience**.]

[**235b**. **"The Graying of America": Aging and Society**.]

236b - **IP**. **South Asian Popular Culture**. Fall 2009. DHIRAJ MURTHY.

Examines transnational South Asian popular culture (encompassing Pakistan, India, Bangladesh, Nepal, Bhutan, and Sri Lanka), as a medium to understand larger sociological themes, including diaspora, "homeland," globalization, identity, class, gender, and exoticization. Music, film, and fashion are the prime cultural modes explored. Largely structured around specific "South Asian" cultural products—such as Bhangra, Asian electronic music, and Bollywood—and their circulation between the subcontinent and South Asian diasporic communities (particularly in Britain). (Same as **Asian Studies 233**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

250b - ESD. Epidemiology: Principles and Practices. Spring 2010. Nancy Riley.

Introduces epidemiology, the study of the patterns and influences of disease (and health) in populations and communities. Focusing on the social, political, and economic influences and consequences of patterns of disease and death, considers how these patterns reflect and affect the demographics, social structure, economy, and culture of societies, and how societies mobilize to combat disease and promote health. Focuses particularly on the role of socioeconomic inequality—both within and between countries—in how diseases spread and are managed.

Prerequisite: **Sociology 101**.

253b. Constructions of the Body. Spring 2010. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout, draws from and compares theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Gay and Lesbian Studies 253** and **Gender and Women's Studies 253**.)

Prerequisite: **Sociology 101** or **Anthropology 101**.

275b - ESD. Cultural Encounters with/in Hawai`i. Fall 2009. Nancy Riley.

Examines Hawai`i as a site of cultural encounter. Topics include the ways that Hawai`i's tourism industry is connected to constructions of and consumption of ethnic identities by those within and outiside Hawai`i; the ways historical and contemporary encounters between different ethnic groups (Hawai`ian, haole, Chinese, Japanese, Filipino, Pacific Islanders) have created the contemporary Hawai`ian social landscape; and the relations between mainland United States and Hawai`ian culture and politics, particularly the rising Hawai`ian sovereignty movement. Draws from theories of ethnic tourism, race/ethnicity, and colonialism.

Prerequisite: Two previous courses in either sociology or anthropology.

[**278b - ESD, IP. China, Gender, Family**. (Same as **Asian Studies 278** and **Gender and Women's Studies 278**.)]

291b–294b. Intermediate Independent Study in Sociology. The Department.

310b. Advanced Seminar: Current Controversies in Sociology. Spring 2010. Craig McEwen.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: **Sociology 211** or permission of the instructor.

312b. Resistance and Accommodation: Comparative Perspectives on Gender. Fall 2009. Nancy Riley.

In societies across the world, many face discrimination and oppression because of gender stratification and because of inequalities that arise from both local norms and expectations and from societal-level and even global-level forces. In response to the inequities they face, people have found ways to live in, accommodate, challenge, and change those inequalities. Examines gender inequalities and the ways that those in different communities and societies have reacted to them. Each student conducts a major research project on an issue of gender. (Same as **Gay and Lesbian Studies 312** and **Gender and Women's Studies 312**.)

Prerequisite: **Sociology 101** or **Anthropology 101** and one of: **Anthropology 203**, **230**, or **237** (same as **Gender and Women's Studies 237** and **Latin American Studies 237**).

Sociology 204 (same as **Gender and Women's Studies 204**), **211**, **253** (same as **Gender and Women's Studies 253**), **265** (same as **Asian Studies 264** and **Gender and Women's Studies 265**), or **267** (same as **Gender and Women's Studies 267**).

[**315b**. **Seeing Social Life**.]

401b–404b. **Advanced Independent Study and Honors in Sociology**. The Department.

ANTHROPOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

[**20b**. **Fantastic Archaeology**.]

24b. **Culture at the Top of the World**. Fall 2009. Jan Brunson.

Introductory, Intermediate, and Advanced Courses

101b. **Introduction to Cultural Anthropology**. Fall 2009. Sara Dickey. Spring 2010. Jan Brunson.

Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. Introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

102b. **Introduction to World Prehistory**. Fall 2009. Leslie Shaw. Spring 2010. Scott MacEachern.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

201b. **Anthropological Research**. Fall 2009. Jan Brunson.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own fieldwork experience. Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101**.

[**202b**. **Essentials of Archaeology**.]

203b. **History of Anthropological Theory**. Fall 2009. Chad Uran.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisite: **Anthropology 101**.

[**205c - IP. Who Owns the Past? The Roles of Museums in Preserving and Presenting Culture**. (Same as **Archaeology 207**.)]

[**206b - ESD. The Archaeology of Gender and Ethnicity**. (Same as **Africana Studies 206**.)]

[**210b - ESD, IP. Global Sexualities, Local Desires**. (Same as **Gay and Lesbian Studies 210** and **Gender and Women's Studies 210**.)]

211c. Black Women, Politics, Music, and the Divine. Fall 2009. Judith Casselberry.

Examines the convergence of politics and spirituality in the musical work of contemporary Black women singer-songwriters in the United States. Analyzes material that interrogates and articulates the intersections of gender, race, class, and sexuality, generated across a range of religious and spiritual terrains with African diasporic/Black Atlantic spiritual moorings, including Christianity, Islam, and Yoruba. Focuses on material that reveals a womanist (Black feminist) perspective by considering the ways resistant identities shape and are shaped by artistic production. Employs an interdisciplinary approach by incorporating ethnomusicology, anthropology, literature, history, and performance and social theory. Explores the work of Shirley Caesar, The Clark Sisters, Me'shell Ndegeocello, Abby Lincoln, Sweet Honey in the Rock, and Dianne Reeves, among others. (Same as **Africana Studies 201** and **Gender and Women's Studies 207**.)

[**219b. Anthropology of Science, Sex, and Reproduction**. (Same as **Gender and Women's Studies 219**.)]

[**221b - ESD. The Rise of Civilization**.]

[**225b. Class and Culture**.]

231b. Native Peoples and Cultures of Arctic America. Fall 2009. Susan Kaplan.

For thousands of years, Inuit, Native American Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen, harvesting resources from the sea, rivers, and land. Examines the characteristics of Arctic ecosystems and how they are being affected by climate change. Explores the social, economic, political, and religious lives of various Arctic-dwelling peoples in an effort to understand how people have adapted to this dynamic environment and to contact with various Western groups. (Same as **Environmental Studies 231**.)

Prerequisite: **Anthropology 101** or **102**.

[**232b - ESD, IP. Indian Cinema and Society: Industries, Politics, and Audiences**. (Same as **Asian Studies 247**.)]

233b - ESD, IP. Peoples and Cultures of Africa. Fall 2009. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms. Changes in African societies in the colonial and post-colonial periods examined, but are not the principal focus. (Same as **Africana Studies 233**.)

Prerequisite: One course in anthropology or **Africana Studies 101**.

[**237b - ESD, IP. Gender and Family in Latin America**. (Same as **Gender and Women's Studies 237** and **Latin American Studies 237**.)]

[**238b**. **Culture and Power in the Andes**. (Same as **Latin American Studies 238**.)]

[**242b**. **Language, Metaphor, and Identity**.]

243b. **Modernity in South Asia.** Fall 2009. Sara Dickey.

What is modernity? How does it differ cross-culturally, and what forms does it take in South Asia? In the countries of South Asia—including India, Pakistan, Sri Lanka, Bangladesh, and Nepal—many aspects of everyday life are both affected by and shape modernity. Economic liberalization, religious nationalism, and popular media are examined, while investigating changes in caste, class, work, gender, family, and religious identities in South Asia. (Same as **Asian Studies 232**.)

Prerequisite: **Anthropology 101** or **Sociology 101**.

[**244b**. **Peoples and Societies of the Mediterranean**.]

[**251b**. **The Culture of Italian Fascism**. (Same as **Italian 251**.)]

253c - IP. **World Music, Globalization, and Transnational Culture Industries**. Spring 2010. Anthony Perman.

Explores the role of globalization and commercialization in the creation of "world music" and "worldbeat." Investigates how the demands of an international market and the constraints of neoliberalism shape musical performance and production in various contexts around the world. Also explores how local and cosmopolitan tastes shape the ways in which music is understood as a living practice, a mode of expression, and as a commodity. (Same as **Music 250**.)

[**256b**. **African Archaeology: The Roots of Humanity**. (Same as **Africana Studies 256**.)]

[**266b**. **Find a Way or Make One: Arctic Exploration in Cultural, Historical, and Environmental Context**. (Same as **Environmental Studies 266**.)]

280b - ESD. **Race, Biology, and Anthropology**. Fall 2009. Scott MacEachern.

Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including J. Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as **Africana Studies 280**.)

Prerequisite: **Anthropology 101**, **102**, or **Sociology 101**, or permission of the instructor.

291b–294b. **Intermediate Independent Study in Anthropology**. The Department.

310b. **Contemporary Issues in Anthropology**. Spring 2010. Susan Kaplan.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisite: **Anthropology 101**, **102**, **201**, and **203**, or permission of the instructor.

[**312b**. **Cultures Weathering Environmental Change**. (Same as **Environmental Studies 312**.)]

401b–404b. **Advanced Independent Study and Honors in Anthropology**. The Department.

Theater and Dance

Roger Bechtel, *Department Chair*
Noma Petroff, *Department Coordinator*

Professor: June A. Vail
Associate Professors: Roger Bechtel, Davis R. Robinson
Senior Lecturers: Gwyneth Jones, Paul Sarvis
Lecturers: Judy Gailen, Abigail Killeen, Sonja Moser, Michael Schiff-Verre
Laboratory Instructor: Deb Puhl

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 29.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See page 210.

DANCE

The dance curriculum provides a coherent course of study through classes in dance technique and repertory, choreography, and dance history, theory, and criticism. The department emphasizes dance's relation to the performing and fine arts and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

The foundation for classes in dance technique and repertory is modern dance, a term designating a wide spectrum of styles. The program focuses on an inventive, unrestricted approach to movement informed by an understanding of basic dance technique. This offers an appropriate format for exploring the general nature of dance and the creative potential of undergraduates.

Technique and repertory courses (**111**, **211**, **311**; and **112**, **212**, **312**) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (**111**, **211**, **311**) *and* a repertory course (**112**, **212**, **312**) in the same semester for *one full academic course credit*. Attendance at all classes is required. Grading is Credit/D/Fail.

Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101**; **Dance 111/112**, **211/212**, or **311/312**; **Dance 102**, **130**, **145**, or **150**; and two additional courses at the 200 level or higher.

Students must earn a grade of Credit or C- or better in order to have a course count toward the minor in dance.

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

10c. Understanding Theater and Dance: Doing, Viewing, and Reviewing. Fall 2009. June Vail.

(Same as **Theater 10**.)

Introductory, Intermediate, and Advanced Courses

101c - ESD, VPA. Cultural Choreographies: An Introduction to Dance. Fall 2010. June Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hip-hop—through readings, performances, workshops in the studio, and field work. (Same as **Gender and Women's Studies 102**.)

102c - VPA. Making Dances. Every year. Fall 2010. Paul Sarvis.

Explores ways of choreographing dances and multimedia performance works, primarily solos, duets, trios. A strong video component introduces students—regardless of previous experience in dance—to a wide range of compositional methods that correspond to creative process in other arts: writing, drawing, composing. Includes some reading, writing, and discussion, as well as work with visiting professional dance companies and attendance at live performances.

104c. Stagecraft. Every year. Fall 2009. Michael Schiff-Verre.

Introduction to the language, theory, and practice of technical theater. Hands-on experience in lighting, scenic and property construction, costuming, and stage management. Considers the possibilities, demands, and limits inherent in different forms of performance and performance spaces, and explores the job roles integral to theater and dance production. Includes forty hours of laboratory work. Grading is Credit/D/Fail. (Same as **Theater 104**.)

111c - VPA. Introductory Dance Technique. Every semester. The Department.

Classes in modern dance technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. While focusing on the craft of dancing, students develop an appreciation of their own styles and an understanding of the role of craft in the creative process. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

112c - VPA. Introductory Repertory and Performance. Every semester. The Department.

Repertory students are required to take **Dance 111** concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show, the annual Spring Performance in Pickard Theater, or Museum

Pieces at the Bowdoin College Museum of Art in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

[**113c - VPA. African Dance and Music**. (Same as **Africana Studies 113** and **Music 113**.)]

130c - VPA. Principles of Design. Every year. Fall 2009. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Theater 130**.)

145c - VPA. Performance and Narrative. Spring 2010. Roger Bechtel.

For millennia, we have organized our fictions, our religions, our histories, and our own lives as narratives. However much the narrative form has been called into question in recent years, it seems we just cannot stop telling each other stories. Examines the particular nexus between narrative and performance: What is narrative? How does it work? What are its limits and its limitations? How do we communicate narrative in performance? Involves both critical inquiry and the creation of performance pieces based in text, dance, movement, and the visual image. (Same as **Theater 145**.)

150c - VPA. Improvisation. Every other year. Spring 2011. The Department.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Theater 150**.)

201c - VPA. Theater and Dance History: Moments, Movements, Theories. Fall 2009. Roger Bechtel.

Examines seminal historical moments in theater and dance through a focus on such conceptual categories as visuality, aurality, the body, space, spectatorship, political ideology, and so on. Historical eras covered include ancient Greece, medieval Japan, Renaissance Europe, and romantic, modernist, and postmodernist Europe and America. The focus, however, will be placed not on these individual moments per se, but on the effect of social and cultural pressures on the aesthetics of live performance across different times, cultures, and disciplines. Some time spent in the studio experimenting with historical forms. (Same as **Theater 201**.)

202c - VPA. Topics in Dance History: Rebel Dancers, Dancing Revolutions. Every other year. Fall 2010. June Vail.

A studio exploration of American social and theatrical choreography's intersection with cultural and political upheavals in the United States during the past century. Assignments intersperse dancing with reading, writing, and viewing films and live performances, with workshops by visiting dance companies. Explores diverse styles and eras, including the turn-of-the-twentieth-century feminist/political art of Isadora Duncan; performances of racial and class solidarity by workers' groups of the 1930s; avant-garde happenings and subversive choreographic strategies of the 1960s; the embodied politics of early hip-hop; and, the staging of gender identities in the 1990s and beyond.

Prerequisite: One of the following: **Dance 101**, **102**, **111**, **211**, or **311**, or permission of the instructor.

211c - VPA. Intermediate Dance Technique. Every semester. The Department.

A continuation of the processes introduced in **Dance 111**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

212c - VPA. Intermediate Repertory and Performance. Every semester. The Department.

Intermediate repertory students are required to take **Dance 211** concurrently. A continuation of the principles and requirement introduced in **Dance 112**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

240c - VPA. Performance in the Twenty-first Century. Fall 2011. Roger Bechtel.

Hybrid by nature, rebellious in spirit, performance rejects the boundaries and conventions of traditional theater and dance, combining and recombining these live forms with every other artistic mode and medium imaginable. Yet as the first decade of the new century draws to an end, so does the fifth decade of this "new" form. Is it still breaking boundaries, or has boundary-breaking itself become a convention? What, these days, is new about performance? Examines the genealogical roots of performance and studies the ways twenty-first-century performance is exploring the body, the mind, technology, intercultural aesthetics, and globalism. Students will enact critical inquiries in the creation of their own performance works. (Same as **Theater 240**.)

Prerequisite: One 100-level course in theater or dance.

250c - VPA. Theater, Dance, and the Common Good. Spring 2010. Roger Bechtel.

Theater and dance have a long history of political engagement, social intervention, and community building. Examines the historical precedents for today's "applied" theater and dance practice, including Piscator, Brecht, Boal, Cornerstone Theatre, Judson Dance Theatre, and Yvonne Rainer. Significant time also spent working with local agencies and institutions to create community-based performances addressing social issues such as homelessness, poverty, prejudice, and the environment, among others. (Same as **Theater 250**.)

270c - VPA. Choreography for Dancers: Invention, Method, and Purpose. Fall 2009. Paul Sarvis.

Through a vigorous sequence of creative projects, fluent dancers excavate sources and explore methods for making dance. Detailed work on personal movement vocabulary, musicality, and the use of multidimensional space leads to a strong sense of choreographic architecture. Students explore the play between design and accident—communication and open-ended meaning—and irony and gravity. Studio work is supported by video viewing, and readings on dance, philosophy, and other arts.

Prerequisite: **Dance 101** or **102** and two of: **Dance 112**, **212**, or **312**.

291c–294c. Intermediate Independent Study in Dance. The Department.

311c - VPA. Advanced/Intermediate Dance Technique. Every semester. The Department.

A continuation of the processes introduced in **Dance 211**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

312c - VPA. Advanced/Intermediate Repertory and Performance. Every semester. The Department.

Intermediate/advanced repertory students are required to take **Dance 311** concurrently. A continuation of the principles and requirement introduced in **Dance 212**. May be repeated for credit. Grading is Credit/D/Fail. One-half credit.

401c–404c. Advanced Independent Study in Dance. The Department.

THEATER

The theater program at Bowdoin offers students the opportunity to examine the ways theater can provoke the imagination, tell stories, create community, and challenge assumptions. Courses are offered in performance, theory, history, design, and stagecraft. Emphasis is placed on theater's fundamental connection to the liberal arts curriculum, as well as theater literacy, performance skills, respect for language, and an understanding of social/historical influences on drama. The aim is to develop imaginative theater practitioners who collaboratively solve problems of form and content with a passionate desire to express the human condition on stage.

Requirements for the Minor in Theater

The minor consists of five courses: Two courses from **Theater 101, 104, 120, 130, 145, 150**; two courses from **Theater 201, 220, 225, 240, 250, 260, 270, 305, 320, 321, 322, 323, 370**; and one additional course in theater or dance.

Students must earn a grade of Credit or C- or better in order to have a course count toward the minor in theater.

First-Year Seminars

For a full description of first-year seminars, see pages 149–60.

10c. Understanding Theater and Dance: Doing, Viewing, and Reviewing. Fall 2009. June Vail.

(Same as **Dance 10**.)

Introductory, Intermediate, and Advanced Courses

101c - VPA. Making Theater. Fall 2009. Sonja Moser.

An active introductory exploration of the nature of theater: how to think about it, how to look at it, how to make it. Students examine a range of theatrical ideas and conventions, see and reflect on live performance, and experience different approaches to making work. Designers, directors, performers, and scholars visit the class to broaden perspective and instigate experiments. Students work collaboratively throughout the semester to develop and perform original work.

104c. Stagecraft. Every year. Fall 2009. Michael Schiff-Verre.

Introduction to the language, theory, and practice of technical theater. Hands-on experience in lighting, scenic and property construction, costuming, and stage management. Considers the possibilities, demands, and limits inherent in different forms of performance and performance spaces, and explores the job roles integral to theater and dance production. Includes forty hours of laboratory work. Grading is Credit/D/Fail. (Same as **Dance 104**.)

106c. Introduction to Drama. Fall 2009. Aaron Kitch.

Traces the development of dramatic form, character, and style from classical Greece through the Renaissance and Enlightenment to contemporary America and Africa. Explores the evolution of plot design, with special attention to the politics of playing, the shifting strategies of representing human agency, and contemporary relationships between the theater and a variety of forms of mass media. Authors may include Sophocles, Aristophanes, Marlowe, Shakespeare, Dryden, Ibsen, Wilde, Beckett, Mamet, and Churchill. (Same as **English 106**.)

120c - VPA. **Acting I**. Every semester. Fall 2009. Abigail Killeen. Spring 2010. Sonja Moser.

Introduces students to the physical, emotional, and intellectual challenge of the acting process. Voice and movement work, analysis of dramatic texts from an actor's point of view, and improvisational exercises are used to provide students with a variety of methods for acting truthfully on stage.

130c - VPA. **Principles of Design**. Every year. Fall 2009. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Dance 130**.)

145c - VPA. **Performance and Narrative**. Spring 2010. Roger Bechtel.

For millennia, we have organized our fictions, our religions, our histories, and our own lives as narratives. However much the narrative form has been called into question in recent years, it seems we just cannot stop telling each other stories. Examines the particular nexus between narrative and performance: What is narrative? How does it work? What are its limits and its limitations? How do we communicate narrative in performance? Involves both critical inquiry and the creation of performance pieces based in text, dance, movement, and the visual image. (Same as **Dance 145**.)

150c - VPA. **Improvisation**. Every other year. Spring 2011. The Department.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Dance 150**.)

195c - VPA. **Production and Performance**. Every semester. The Department.

Engagement in the presentation of a full-length work for public performance with a faculty director or choreographer. Areas of concentration within the production may include design, including set, light, sound, or costume; rehearsal and performance of roles; service as assistant director or stage manager. In addition to fulfilling specific production responsibilities, students meet weekly to synthesize work. Students gain admission to **Theater 195** either through audition (performers) or through advance consultation (designers, stage managers, and assistant directors). Students register for **Theater 195** during the add/drop period at the beginning of each semester. Students are required to commit a minimum of six hours a week to rehearsal and production responsibilities over a period of seven to twelve weeks; specific time commitments depend upon the role the student is assuming in the production and the production schedule. Grading is Credit/D/Fail. One-half credit. May be repeated a maximum of four times for credit, earning a maximum of two credits.

Prerequisite: Permission of the instructor.

201c - VPA. **Theater and Dance History: Moments, Movements, Theories**. Fall 2009. Roger Bechtel.

Examines seminal historical moments in theater and dance through a focus on such conceptual categories as visuality, aurality, the body, space, spectatorship, political ideology, and so on. Historical eras covered include ancient Greece, medieval Japan, Renaissance Europe, and romantic, modernist, and postmodernist Europe and America. The focus, however, will be placed not on these individual moments per se, but on the effect of social and cultural pressures on the aesthetics of live performance across different times, cultures, and disciplines. Some time spent in the studio experimenting with historical forms. (Same as **Dance 201**.)

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2009. William Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale,* and *The Tempest* in light of Renaissance genre theory. (Same as **English 210**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[**211c. Shakespeare's Tragedies and Roman Plays**. (Same as **English 211**.)]

[**212c. Shakespeare's History Plays**. (Same as **English 212**.)]

220c - VPA. Acting II: Voice and Text. Every year. Fall 2009. Sonja Moser.

An intermediate acting course focused on the link between language, thought, and feeling, with the goal of achieving full-mind-body engagement in the act of communication. Students work with poetry, plays, and other dramatic texts to encourage vocal, physical, and emotional freedom. Breathing exercises attune students to the physiological impulse to speak, while vocal exercises concentrate on developing increased range, strength, and color of expression. Interpretation is explored through close readings of texts. This course, along with **Theater 225, Acting II: Physical Theater**, is part of a two-semester course series. **Theater 220** and **225** may be taken individually or in any order.

Prerequisite: One 100-level course in theater.

[**223c - VPA. English Renaissance Drama**. (Same as **English 223**.)]

225c - VPA. Acting II: Physical Theater. Every year. Spring 2010. Davis Robinson.

Extends the principles of Acting I through a full semester of rigorous physical acting work focused on presence, energy, relaxation, alignment, and emotional freedom. Develops and brings the entire body to the act of being on stage through highly structured individual exercises and ensemble-oriented improvisational work. Scene work is explored through the movement-based acting disciplines of Lecoq, Grotowski, Meyerhold, or Viewpoints. Contemporary physical theater makers Théâtre de Complicité, Mabou Mines, SITI company, and Frantic Assembly are discussed. This course, along with **Theater 220, Acting II: Voice and Text**, is part of a two-semester course series. **Theater 220** and **225** may be taken individually or in any order.

Prerequisite: One 100-level course in theater.

230c. Theater and Theatricality in the Restoration and the Eighteenth Century. Every other year. Spring 2011. Ann Kibbie.

An overview of the development of the theater from the reopening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, "she-tragedy," sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **English 230**.)

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

240c - VPA. Performance in the Twenty-first Century. Fall 2011. Roger Bechtel.

Hybrid by nature, rebellious in spirit, performance rejects the boundaries and conventions of traditional theater and dance, combining and recombining these live forms with every other artistic mode and medium imaginable. Yet as the first decade of the new century draws to an end, so does the fifth decade of this "new" form. Is it still breaking boundaries, or has boundary-breaking itself become a convention? What, these days, is new about performance? Examines the genealogical roots of performance and studies the ways twenty-first-century performance is exploring the body, the mind, technology, intercultural aesthetics, and globalism. Students will enact critical inquiries in the creation of their own performance works. (Same as **Dance 240**.)

Prerequisite: One 100-level course in theater or dance.

246c. Drama and Performance in the Twentieth Century and Beyond. Fall 2009. Marilyn Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athool Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh). Readings staged. Formerly **English 262** (same as **Gender and Women's Studies 262** and **Theater 262**). (Same as **English 246** and **Gender and Women's Studies 262**.)

Prerequisite: One first-year seminar or 100-level course in English or gender and women's studies.

250c - VPA. Theater, Dance, and the Common Good. Spring 2010. Roger Bechtel.

Theater and dance have a long history of political engagement, social intervention, and community building. Examines the historical precedents for today's "applied" theater and dance practice, including Piscator, Brecht, Boal, Cornerstone Theatre, Judson Dance Theatre, and Yvonne Rainer. Significant time also spent working with local agencies and institutions to create community-based performances addressing social issues such as homelessness, poverty, prejudice, and the environment, among others. (Same as **Dance 250**.)

260c - VPA. Playwriting. Spring 2011. Roger Bechtel.

A writing workshop for contemporary performance that includes introductory exercises in writing dialogue, scenes, and solo performance texts, then moves to the writing (and rewriting) of a short play. Students read plays and performance scripts, considering how writers use image, action, speech, and silence; how they structure plays and performance pieces; and how they approach character and plot. (Same as **English 214**.)

Prerequisite: One 100-level course in theater or dance or permission of the instructor.

270c - VPA. Directing. Every year. Fall 2009. Davis Robinson.

Introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, casting, and rehearsing with actors. Students actively engage directing theories and techniques through collaborative class projects, and complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. A final research and rehearsal portfolio is required.

Prerequisite: One 100-level course in theater or dance.

291c–294c. Intermediate Independent Study in Theater. The Department.

305c. Studio 305. Spring 2011. Roger Bechtel.

A senior theater seminar focusing on independent work. Advanced students creating capstone projects in playwriting, directing, acting, and design meet weekly as a group to critique, discuss, and present their work. Final performances are given at the end of the semester.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

320c. Theater Styles. Every third year. Fall 2009. Davis Robinson.

An advanced acting class that explores issues of style. What is Tragedy? Farce? Melodrama? Commedia? Realism? The Absurd? Through research, analysis, and scene work in class, students become familiar with a range of theatrical idioms. Emphasis is placed on understanding the social/cultural needs that give rise to a particular style, and the way in which style is used in contemporary theater to support or subvert a text.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

321c. Comedy in Performance. Every third year. Fall 2011. Davis Robinson.

Looks at several facets of comedy on stage, from its origins in Greek and Roman theater to contemporary comic forms. Theory is combined with practical exercises in clowning, satire, physical comedy, wit, timing, phrasing, and partner work to develop a comic vocabulary for interpreting both scripted and original work. Students work in solos, duets, and groups to create final performance projects that are presented to the public at the end of the semester.

Prerequisite: One 100-level course in theater and one additional course in theater or dance, preferably at the 200 level.

322c. Ensemble: Theater and Dance Collaborative Creation. Fall 2010. The Department.

Experienced theater and dance students collaborate to devise an original performance event. The course spans the entire process from conception to research, writing, staging, choreographing, and ultimately performing for the public. With emphasis on experimentation—and a process that includes dance and acting technique—the aim is to both embrace and transcend disciplinary traditions.

Prerequisite: One 100-level and one 200-level course in theater or dance, or permission of the instructor.

323c. Acting Shakespeare. Spring 2010. Abigail Killeen.

An advanced-level acting course dedicated to the study of Shakespeare toward its original purpose: performance. Building on the skill sets learned in Acting I and both sections of Acting II, students combine advanced text and rhetorical analysis with rigorous physical and vocal work designed to bring the text off the page and into performance.

Prerequisite: **Theater 120** and **Theater 220** or **225**, or permission of the instructor.

370c. Advanced Directing. Spring 2010. Sonja Moser.

A continuation of **Theater 270**. Students build upon their knowledge of play analysis and staging to examine composition, design, and actor collaboration in greater depth. Advanced directing skills, theories, and techniques will be exercised through work on non-realistic material. Culminates with each student directing a 30-minute-long theatrical work.

Prerequisite: **Theater 270**.

401c–404c. Advanced Independent Study in Theater. The Department.

Educational Resources and Facilities

BOWDOIN COLLEGE LIBRARY

The Bowdoin College Library has long been among the more distinguished liberal arts college libraries in the country, known for its outstanding book, journal, and manuscript collections. Today, the Library combines its constantly growing treasury of print material with a wealth of electronic resources, as well as instructional programs in their use.

The Library's collections, developed over a period of 200 years, exceed one million volumes and include over 18,000 current print and electronic periodical and newspaper subscriptions, over 28,000 audiovisual items, 40,000 maps, over 35,000 photographs, more than 5,000 linear feet of manuscripts, and archival records. Approximately 14,000 volumes are added annually. Subscriptions to 220 online indexes and databases provide access to thousands of full-text electronic books and journals and other information resources.

Library Resources and Services

The Library's Web site (http://library.bowdoin.edu) serves as a central portal to online information: the combined Colby, Bates, and Bowdoin library catalog and those of other libraries in Maine, New England, and throughout the world; electronic periodical indexes in a broad range of disciplines; thousands of electronic full-text books and journals; electronic reserve readings; and links to hundreds of additional e-text reference works and research collections. The Web site also provides links to the wealth of digital information available through the Internet, including text, audio, video, and image collections.

Librarians and faculty members work together to teach research skills and to encourage the use of library resources throughout the curriculum. Librarians provide an active instruction program, teaching students to develop effective research strategies and to identify, select, evaluate, and analyze information for course-related research and independent scholarship. All students receive information literacy instruction in their first-year seminars. Librarians also develop Web pages offering research strategies for specific courses and guides to resources for the major fields taught at Bowdoin.

Through an active interlibrary loan program, materials arrive daily from the library collections of Colby and Bates colleges, and from other libraries in Maine and beyond, often incorporating the use of high-speed electronic document delivery services. Through Maine Info Net and NExpress, students and faculty can initiate interlibrary loan requests online for materials held by Colby and Bates, other Maine libraries, and selected libraries in New England.

Library Branches and Collections

Hawthorne-Longfellow Library, the main library, houses humanities and social sciences materials, as well as the George J. Mitchell Department of Special Collections & Archives and a depository of federal and Maine State documents. The Library also includes four branch libraries: the Hatch Science Library, the William Pierce Art Library, the Robert Beckwith Music Library, and the Language Media Center. Notable collection strengths lie in British and American history, French and American literature, Arctic studies, Maine history and Maine writers, anti-slavery and the Civil War, World War I, and modern European history.

The **Hawthorne-Longfellow Library** building, which was opened in the fall of 1965, was expanded in 1985 to include five tiers of stacks and a reading room in Hubbard Hall, and was further remodeled in 1993–94. The building was completely renovated between 2001 and 2005 to provide new individual and group student learning spaces, a faculty research room, wireless connections throughout the building for laptop use, improved instructional and computer facilities, and a modernized reading room in the George J. Mitchell Department of Special Collections & Archives.

A variety of facilities support the integration of technology into teaching and learning. These include a computer laboratory; a twenty-five-seat electronic classroom for instruction in online resources and the use of general and instructional software; the USG Corporation Library Technology Seminar Room; and the Chandler Reading Room for literary events, lectures, and student presentations. The Library also collaborates with Information Technology specialists to support the integration of technology into the curriculum and research.

Complementing historical holdings in other parts of the library, the **Government Documents Collection** is a rich repository of resources for over two hundred years of federal and state history. From its beginning, the Library actively acquired government publications, even prior to becoming a Congressionally designated depository in 1884 and thereby receiving free documents directly from the Government Printing Office. The Government Documents Collection has substantial holdings of nineteenth- and twentieth-century publications, containing both official ongoing series such as the *Congressional Record* and such varied individual reports as railroad surveys of the West, nineteenth-century Maine geologic studies, 1930s Women's Bureau pamphlets, hearings on the attack at Pearl Harbor, and NASA atlases. Since most current government documents are published digitally, the Library designs Web sites and uses the online catalog to maintain its tradition of providing access to government information for the Bowdoin community and citizens of midcoast Maine.

The George J. Mitchell Department of Special Collections & Archives includes rare books, manuscripts, photographs, maps, recordings, the College Archives, as well as the papers of Senator George J. Mitchell (Class of 1954). These research materials, described on the Web at http://library.bowdoin.edu/arch, serve an important function in introducing undergraduates — in their research projects, class assignments, and other independent work — to the experience of performing original research and evaluating primary source materials, and they support faculty in their own research interests.

Collection highlights include the James Bowdoin and Benjamin Vaughan family libraries of early imprints; extensive published and manuscript materials by and about Nathaniel Hawthorne and Henry Wadsworth Longfellow, both members of the Class of 1825; books, periodicals, and pamphlets of the French Revolution period; the double elephant-folio edition of John James Audubon's *Birds of America*; E. S. Curtis's *The North American Indian*; a broad representation of early American and early Maine imprints; the work of three distinguished Maine presses: the Mosher Press, the Southworth Press, and the Anthoensen Press; the Maine Afro-American Archive, a depository for rare books, manuscripts, letters, and other works about slavery, abolitionism, and Afro-American life in Maine; and important collections of artists's books, designer bookbindings, and pop-up books.

Among the papers of Maine political figures are important collections related to Bowdoin alumni William Pitt Fessenden (Class of 1823) and Ralph Owen Brewster (Class of 1909). Special Collections also includes the Bliss collection of books on travel, French and British architecture, and the history of art, all housed in the Susan Dwight Bliss Room in Hubbard Hall; and the monumental "Flora of Maine" botanical drawings by Brunswick naturalist Kate Furbish.

Other manuscript collections include the papers of General Oliver Otis Howard (Class of 1850), director of the Freedmen's Bureau; papers of prominent Bowdoin faculty and most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; and works by Kenneth Roberts, Robert Peter Tristram Coffin, Kate Douglas Wiggin, Elijah Kellogg, and such contemporary writers as Vance Bourjaily, John Gould, Marguerite Yourcenar, and Hilton Kramer. Access to all of these collections is enhanced by descriptive information on the library's Web site.

The Bowdoin College Archives, established in Special Collections through grants from the National Historical Publications and Records Commission and the Albert and Elaine Borchard Foundation, serves both as a repository for two centuries of the College's historical records and as a vital information center for the campus and the larger scholarly community; students frequently incorporate archival material into their research.

The **Hatch Science Library**, opened in the spring of 1991, offers science-related materials, including print and electronic periodicals, microforms, maps, government documents, a wealth of electronic indexes, reference materials and other digital resources, as well as a full range of reference and instructional services to faculty and students. The building accommodates readers at individual carrels, study tables, informal seating areas, seminar rooms, and faculty studies.

The **William Pierce Art Library** and the **Robert Beckwith Music Library**, housing small departmental collections in art and music respectively, are located adjacent to the offices of those departments. The glass-wrapped Art Library provides an elevated view over the campus green and offers a strong collection of art books. The Music Library, which was renovated and expanded in 1994 and refurbished in 2008, offers a handsome study room with computer and listening stations, and houses scores, sound recordings, videos, and books about music. Both branch libraries serve as art and music research and study centers respectively.

The **Language Media Center**, located in Sills Hall, provides audio, video, and multimedia facilities to support the teaching of foreign languages and houses the major portion of the Library's collection of audiovisual materials, numbering over 9,000 titles, with special emphasis in the areas of foreign culture, second language acquisition, and film. It is equipped with playback stations for individual viewing of non-print materials and fourteen networked computers supporting a variety of instructional software, including specialized word processing tools and desktop videoconferencing. The Center's Web site provides links for students of both classical and modern languages to online resources that include streaming audio and video from international radio and television, links to online foreign language newspapers and magazines, and an annotated list of language-specific resources. Nine foreign language television stations received via satellite are directed to all classrooms, offices, common areas, and residence halls over the campus network.

Particular strengths of the Center are the support it provides to students for the creation of multimedia presentation materials and the support of the film studies curriculum. The Center also offers a classroom for twenty that supports high-resolution display of multimedia presentations. The lobby provides a group area for language discussion groups and viewing of live foreign language television.

Library operations, collections, and services are supported by the general funds of the College and by gifts from alumni, other friends of the Library and the College, and by foundations. In 1998, the Hawthorne-Longfellow Library was awarded a $500,000 Challenge Grant from the National Endowment for the Humanities toward the building renovations completed in 2001, and to establish endowments for purchases of information resources in the humanities. The Library benefits from the income of more than two hundred endowed gifts, and it also receives generous donations annually, both of library materials and of funds to support the immediate purchase of printed works and electronic resources that the Library would otherwise be unable to acquire.

BOWDOIN COLLEGE MUSEUM OF ART

The Bowdoin College Museum of Art, the cornerstone of the arts and culture at Bowdoin, reopened recently after a four-year renovation and expansion to better house and display its renowned collection. One of the earliest collegiate art collections in the nation, it came into being through the 1811 bequest of James Bowdoin III of 70 European paintings and a portfolio of 140 master drawings. Over the years, the collection has been expanded through the generosity of the Bowdoin family, alumni, and friends, and now numbers more than 17,000 objects, including paintings, sculpture, works on paper, decorative arts, and artifacts from prehistory to the present from civilizations around the world.

The Museum's landmark Walker Art Building was commissioned for the College by Harriet and Sophia Walker in honor of their uncle, a Boston businessman who had supported the creation of the first small art gallery at Bowdoin in the mid-nineteenth century. The Walker sisters, encyclopedic collectors and supporters of art education, stipulated that the building be used exclusively for art purposes. Designed by Charles Follen McKim of McKim, Mead and White, the building was completed in 1894 and is on the National Register of Historic Places. Its brick, limestone, and granite façade is based on Renaissance prototypes, with a dramatically shadowed loggia flanked by large lion sculptures upon which generations of Brunswick children have been photographed.

The antiquities collections contain over 1,800 Assyrian, Egyptian, Greek, Roman, and Byzantine objects and constitute one of the most comprehensive compilations of ancient art in any small college museum. European art includes paintings, illustrated manuscripts, sculptures, and decorative arts. Among twelve European Renaissance and Baroque paintings given in 1961 by the Kress Foundation is a panel depicting nymphs pursued by a youth that recently has been attributed to the young Fra Angelico. The works on paper collections of prints, drawings, and photographs is large and varied, numbering more than 8,000 works and representing artists from Rembrandt and Rubens through Callot, Goya, and Manet to Picasso and Warhol.

The Museum's American collection includes an important grouping of colonial and Federal portraits, with, for example, seven major paintings by Gilbert Stuart, including the famous presidential portraits of Thomas Jefferson and James Madison, together with other works by Robert Feke, John Copley, Thomas Sully and Joseph Blackburn. Among other notable works are the murals commissioned by McKim to decorate the Museum's rotunda by the four leading painters of the American Renaissance: Elihu Vedder, Kenyon Cox, Abbott Thayer, and John LaFarge. The collection also includes works by significant nineteenth- and twentieth-century artists such as Mary Cassatt, Thomas Eakins, John Sloan, Rockwell Kent, Marsden Hartley, and Andrew Wyeth, and an archive of memorabilia from Winslow Homer's Maine studio.

Non-western materials range from Japanese, Chinese, Korean, and Southeast Asian prints, ink paintings, sculpture, and decorative arts to modest but distinguished holdings of African, Pacific, Pre-Columbian, and Native American artifacts.

The recent renovation expanded galleries, a seminar room, and other program spaces, and improved art storage facilities. The restored Museum retains the building's iconic architectural features and provides state-of-the-art climate control and mechanical systems. A new, dramatic glass and bronze entry pavilion houses a glass elevator and "floating" steel staircase, while a rear addition to the building features an expansive glass curtain wall behind which the Museum has installed its five celebrated ancient Assyrian relief sculptures.

The Museum, open the public at no charge, is a teaching facility, with the core of its mission to keep its rich collections within immediate reach of Bowdoin students, faculty, scholars, and art lovers. Its active emphasis on the study of original objects as an integral part of the Bowdoin curriculum makes the Museum the ultimate cross-disciplinary and multicultural enterprise. Although online resources are no substitute for an actual visit, the collections can be searched and information on Museum programs and publications found on the Web site at www.bowdoin.edu/art-museum.

INFORMATION TECHNOLOGY

Bowdoin places a strong emphasis on the role of technology in the academic program and understands the vital importance of coherent and well-coordinated information systems. The CIO leads an IT Division that designs, develops, deploys, and supports all of Bowdoin's academic and administrative systems.

IT staff work with faculty to enhance their teaching and research with innovative uses of technology in their classrooms, labs, or online. They provide technical, design, editorial, and project development opportunities for faculty and monitor trends in educational technology, such as new techniques introduced by online education, the impact of technology on student learning, and the evolving architectural standards for classrooms, educational products, and resources. The creation of podcasts and digital videos is commonplace.

Additionally, IT staff provide secure personal e-mail accounts; gigabit Ethernet and wireless Internet access in all residence rooms, offices, and public areas; video conferencing capability; cable television; VoIP telephone systems; and voice mail. They also provide a full-time Help Desk that supports Macintosh, Windows, or Linux computers and includes a student-run Help Desk, plus a number of site-licensed software such as Microsoft Office Professional, ESRI's ArcGIS, and other specialized academic and administrative applications.

In addition to sixteen academic department computer labs, there are nine public labs and more than two hundred publicly available computers. The labs are fully equipped with Macintosh, Windows, or Linux computers.

JOSEPH MCKEEN CENTER FOR THE COMMON GOOD

Jointly administered by the offices of the Dean of Student Affairs and the Dean for Academic Affairs, the McKeen Center for the Common Good connects members of the Bowdoin community to local, national, and international communities, providing opportunities for students, faculty, and staff to apply their talents, passions, and academic pursuits for the benefit of society through public engagement. The work of the Center in the context of the College's commitment to the common good is described in more detail on pages 298–99.

PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin*, a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, and artifacts and drawings made by indigenous people of Arctic North America. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's original galleries were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College and the Kane Lodge Foundation, and federal and state grants have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

RESEARCH, TEACHING, AND CONFERENCE FACILITIES

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains a scientific field station on Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller. Since then, the field station has built an international reputation, with more than 150 publications based on research at Kent Island, many of them co-authored by Bowdoin students.

Kent Island is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The island also features a variety of terrestrial habitats. In 2005, the College acquired neighboring Hay and Sheep Islands to help preserve the unique environment offered by the Scientific Station.

Although formal courses are not offered at the station, students from Bowdoin and other institutions select problems for investigation on Kent Island during the summer and conduct independent field work with the advice and assistance of a faculty director. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Three-day field trips to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site that is twelve miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in archaeology, marine biology, terrestrial ecology, ornithology, and geology.

The Center's facilities include a marine biological laboratory with flowing seawater for laboratory observation of live marine organisms, a pier facility located on Harpswell Sound, and a terrestrial ecology laboratory, which serves as a field station for research and study of coastal ecology. These facilities play an active role in Bowdoin's programs in biology, environmental studies, and geology, and the site has been widely used for studio art courses. In addition, the centrally located farmhouse provides seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest. A 4.5-mile interpretive trail runs through the site, offering students and the local community a glimpse into the cultural and natural history of the property and surrounding coastal waters.

Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to a salt marsh and the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

LECTURESHIPS

The regular instruction of the College is supplemented each year by lectures, panel discussions, and other presentations sponsored by the various endowment funds, departments of study, and undergraduate organizations. As of June 30, 2009, these funds included:

John Warren Achorn Lectureship (1928): The income of a fund established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879, is used for lectures on birds and bird life.

Charles F. Adams Lectureship (1978): The income of a fund established by the bequest of Charles F. Adams 1912 is used to support lectures and courses in the fields of government and education.

Beecher-Stowe Family Memorial Fund (1994): The income of a fund established as a memorial to Harriet Beecher Stowe, author of *Uncle Tom's Cabin;* her husband, Calvin Ellis Stowe (Class of 1824), Elizabeth Collins Professor of Natural and Revealed Religion at the College from 1850 to 1852; and her brother, Charles Beecher (Class of 1834), by Harold Beecher Noyes, great-grandson of Charles Beecher, is used to support lectures or courses in the field of religion or human rights.

Brodie Family Lecture Fund (1997): Established by Theodore H. Brodie '52, an overseer of the College from 1983 to 1995, this fund is used to bring to campus at least once a year a speaker of note in the field of education, to deliver a message on the subjects of problems and practices of teaching and learning.

Tom Cassidy Lectureship (1991): The income of a fund established by the bequest of Thomas J. Cassidy '72 and memorial gifts of his family, friends, and classmates is used to support a lectureship in journalism.

The Harold and Iris Chandler Lectureship Fund (2001): Established by family and friends in memory of Dr. Harold L. Chandler of the Class of 1934, the income from this fund is used for lectures, with a preference for lectures on the use of the arts and technology to enhance teaching and learning in the humanities, and to sponsor other events including, but not limited to, art exhibitions, seminars, and presentations in the Library's Chandler Room.

Dan E. Christie Mathematics Lecture Fund (1976): Established by family, friends, colleagues, and former students in memory of Dan E. Christie '37, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975, this fund is used to support lectures, courses, or research in the field of mathematics.

Annie Talbot Cole Lectureship (1907): This fund, established by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole, is used to sponsor a lectureship that contributes to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts.

John C. Donovan Lecture Fund (1990): Established by colleagues, friends, and members of the Donovan family, through the leadership of Shepard Lee '47, this fund is used to support a lecture in the field of political science.

Corydon Dunham Open Forum Fund (2007): The annual income of the Fund, established by Corydon B. Dunham Jr. '47, is used to educate students to the First Amendment values of Free Press and Free Speech, in the process promoting the sense of community and learning at the College through special speakers, courses, open forums, panel discussions, lectures, receptions, and other events underscoring the First Amendment values so vital to maintaining and nurturing an informed citizenry in a democratic society.

Elliott Oceanographic Fund (1973): Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a lifelong interest in science and the sea, this fund promotes oceanographic education, in its widest definition, for Bowdoin students. Part of the fund may be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971.

Alfred E. Golz Lecture Fund (1970): Established by Ronald A. Golz '56 in memory of his father, this fund is used to support a lecture by an eminent historian or humanitarian to be scheduled close to the November 21 birthday of Alfred E. Golz.

Cecil T. and Marion C. Holmes Mathematics Lecture Fund (1977): Established by friends, colleagues, and former students to honor Cecil T. Holmes, a member of the faculty for thirty-nine years and Wing Professor of Mathematics, this fund is used to support lectures, courses, or research in the field of mathematics.

Karofsky Faculty Encore Lectures (2000): Supported by the Karofsky Family Fund established by Peter S. Karofsky, M.D., '62, Paul I. Karofsky '66, and David M. Karofsky '93 in 1992, the Karofsky Faculty Encore lectures feature one member of the Bowdoin faculty each semester who is selected by members of the senior class to speak at Common Hour.

Arnold D. Kates Lecture Fund (2000): Established by Mark B. Garnick, M.D., '68, a Trustee of the College, and Dr. Barbara Kates-Garnick, this fund is used to support periodic lectures, seminars, or colloquia at Bowdoin on scientific topics, with a preference for topics in the biological sciences or aspects related to the health sciences.

Kibbe Science Lecture Fund (1994): This fund, established by Frank W. Kibbe '37 and his wife Lucy K. Kibbe, is used to support lectures by visiting scholars on topics deemed to be on the cutting edge of or associated with new developments or research findings in the fields of Astronomy or Geology.

Lesbian and Gay Lectureship Fund (1992): Established by members of the Bowdoin Gay and Lesbian Alumni/ae Association, this fund is used to sponsor at least one lecture annually in the field of gay and lesbian studies.

Mayhew Lecture Fund (1923): Established by Mrs. Calista S. Mayhew, this fund is used in part to provide lectures on bird life.

Charles Weston Pickard Lecture Fund (1961): The income of a fund established by John Coleman '22 in memory of his grandfather, a member of the Class of 1857, is used to support lectures, courses, or research in the fields of journalism, communication, or public relations.

Kenneth V. Santagata Memorial Fund (1982): Established by family and friends of Kenneth V. Santagata '73, this fund is used to provide one lecture each semester, rotating in the arts, humanities, and social sciences, with lecturers to be recognized authorities in their respective fields, to present new, novel, or nonconventional approaches to the designated topic in the specified category.

Edith Lansing Koon Sills Lecture Fund (1962): This fund was established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College, and to sponsor lectures by outstanding women.

The Harry Spindel Memorial Lectureship (1977): Established by the gift of Rosalyne Spindel Bernstein H'97 and the late Sumner Thurman Bernstein in memory of her father, Harry Spindel, as a lasting testimony to his lifelong devotion to Jewish learning, this fund is used to support annual lectures in Judaic studies or contemporary Jewish affairs.

The Jasper Jacob Stahl Lectureship in the Humanities (1970): Established by the bequest of Jasper Jacob Stahl 1909, Litt.D. '60, this fund is used to support lectures or courses encompassing the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany.

Tallman Lecture Fund (1928): Established by Frank G. Tallman, A.M. H'35, as a memorial to the Bowdoin members of his family, this fund is used to support visiting lecturers and visiting professors.

Phyllis Marshall Watson Fund (2000): Established by Cheryl McAuley and Sheila Marshall Walton in honor of their friend and sister, respectively. Income from the fund provides research support for honors candidates in the history department, and supports periodic lectures, seminars, or colloquia at Bowdoin on selected topics in history.

PERFORMING ARTS

Music

Music performance at Bowdoin ranges from student compositions to professional performances by visiting artists, and from solo recitals to large-scale performances for chorus and orchestra. Many ensembles, such as the Chamber Choir, World Music Ensemble, Middle Eastern Ensemble, Bowdoin Chorus, Concert Band, and Chamber and Jazz Ensembles are part of the curricular program. Other groups, such as a cappella vocal groups and many rock bands, are sponsored by the Office of Student Activities.

The Chamber Choir is a select group of approximately twenty-five to thirty singers that performs a wide variety of choral and soloistic music. Its repertoire in the past few years includes music by J.S. Bach, G.P. Palestrina, William Byrd, Eric Whitacre, Vineet Shende, Elliott Schwartz, Jean Sibelius, and Ralph Vaughan Williams, as well as Franz Schubert's Mass in G with the Portland Symphony. Recent tours have taken the choir to Europe, South America, England, and Ireland, including a tour of Chile during the 2006 spring break. The Bowdoin Chorus is a choral ensemble composed of students, faculty, staff, and community members. The group toured Russia in 2002, has toured the east coast regularly each year, and traveled to Greece in summer 2009. The Chorus performs on campus with the Bowdoin Orchestra and combines with Down East Singers from time to time to form the Rachmaninoff Festival Choir. Recent performances by the Chorus include Ernest Bloch's Sacred Service, Rachmaninoff's *Liturgy of St. John Chrysostom*, Mozart's *Requiem*, Haydn's *Heiligenmesse*, Stravinsky's *Les Noces*, Rutter's *Gloria*, and Orff's *Trionfo di Afrodite*.

The chamber music program at Bowdoin is large and lively, with forty or more students participating in ensembles that include wind quintets, brass quintets, string quartets, piano trios and quartets, etc., playing both standard repertory and new music. The Bowdoin Orchestra performs with the Chorus and usually performs an orchestral selection on the same concert. The Concert Band performs a mixture of popular and serious works, including some written especially for them.

Contemporary music receives considerable emphasis at Bowdoin. There are frequent visits by guest composers and the Chamber Choir and Band often perform new music. Student compositions can be heard on campus, and students who complete an honors thesis in composition can often have their music professionally performed. The guest artist series often includes jazz greats like pianists Kenny Barron, Brad Mehldau, and Renée Rosnes.

Other visiting artists in recent years have included the School for Improv Music; Roberto Díaz; Mark O'Connor; the Renée Rosnes Quartet; the Lydian String Quartet; the Publick Musick; the Guangzhou (China) Symphony Orchestra; the Eroica Trio; the Ying Quartet; and Kurt Ollmann '77. In addition to performing, the artists often teach master classes and hold discussions with students.

Bowdoin owns a collection of orchestral and band instruments and more than twenty grand pianos available for use by students studying and performing music. There are also sizeable collections of early instruments, Asian instruments, and drums from a variety of world traditions. Soloists and ensembles perform in a number of venues on campus, including the new Studzinski Recital Hall and Kanbar Auditorium, the Tillotson Room in Gibson Hall, Pickard Theater, and the Chapel, which houses a forty-five-rank Austin organ and a small Cooper Tracker organ. Private instruction is available in piano, organ, harpsichord, voice, guitar, and all the major orchestral instruments.

Theater and Dance

Dance

The dance curriculum in the Department of Theater and Dance evolved from the Bowdoin Dance Program, which was founded in 1971 and soon developed academic courses. Each year, the department presents two major concerts of student- and faculty-choreographed works: one in December and one in April. Students also perform at Parents Weekend in the fall and at the Museum of Art in May and in additional informal showings. Performances are strongly linked to participation in technique, repertory, and choreography classes, but independent work and choreography by student clubs are also presented. A recent repertory concert incorporated the sculptural work of visiting faculty and Bowdoin alumnus Wade Kavanaugh, in a set created by the use of wooden I-beams, constantly shifting through different dances. Departmental student projects are presented with the generous support of the Ray Rutan Fund for the Performing Arts.

Student-run dance groups often perform as part of Bowdoin Dance Group concerts and in other shows on and off campus; they represent genres as diverse as hip-hop, ballet, ballroom, tap, break dance, capoeira, and African American step dancing.

Dance concerts are presented in the Dance Studios, Pickard Theater, Wish Theater, and the Museum of Art, as well as in unconventional spaces such as the David Saul Smith Union, the squash courts, or outdoors on the Quad. The renovation of Memorial Hall in 2000 provides a beautiful dance studio with skylights and a sprung wooden floor, in addition to the Sargent studio, as well as a new state-of-the-art flexible theater designed for both theater and dance.

Besides student and faculty performances, the department sponsors visits by nationally known dance companies, choreographers, and critics for teaching residencies and performances. A partial list includes Alvin Ailey Repertory Ensemble, Merce Cunningham, David Dorfman Dance, Mark Morris, Pilobolus, Doug Varone, Trisha Brown Company, David Parker and the Bang Group, Susan Marshall Dance Company, Deborah Hay, Urban Bush Women, and lectures by dance writers Susan Foster, Jill Johnston, Laura Shapiro, and Marcia B. Seigel. These professionals teach master classes and offer lecture-demonstrations as part of their visits to campus, and sometimes are commissioned to create choreography especially for the Bowdoin dancers. In recent years, the Alice Cooper Morse Fund for the Performing Arts has brought numerous artists to campus both for public performance and for classroom workshops, including classical Indian dance and the Seattle-based dance company 33 Fainting Spells, and international choreographer/performers Susanne Martin and Bronja Novak.

Theater

The theater component of the Department of Theater and Dance evolved from the student performance group Masque and Gown, which was founded in 1903. In the mid-1990s an academic curriculum in theater was developed, combining courses and departmental productions, and Masque and Gown became an independent student organization with continued ties to the department. The department annually presents numerous plays and events, directed or created by faculty and by students, ranging from new plays to performance art to Shakespeare. Recent departmental offerings have included faculty-directed productions of Shakespeare's *Measure for Measure*, Martin Crimp's *Attempts on Her Life*, Suzan-Lori Parks' *365 Days/365 Plays*, Rodgers and Hart's *Babes in Arms*, Thornton Wilder's *The Skin of Our Teeth*, Henrik Ibsen's *An Enemy of the People*, *The Water Project* (an original production conceived by SITI Company member J. Ed Araiza), and Tony Kushner's *Angels in America.* Recent student-directed projects have included an adaptation of Pedro Juan Soto's short story collection *Spiks*, Tom Stoppard's *Arcadia*, *Six Characters in Search of an Author*, *The Laramie Project, The Glass Menagerie* with film and live actors, *The Bald Soprano* in French, original student plays, and an English/Theater honors production of *Henry V.*

The department also presents a range of performances, workshops, and lecture/demonstrations by visiting artists. Past guests include award-winning playwrights Suzan-Lori Parks, Tony Kushner, Edward Albee, and Holly Hughes; actress/writer Anna Deavere-Smith; actress/SITI Company associate artistic director Ellen Lauren; Obie award-winning performance artists Spalding Gray, Dan Hurlin, and Paul Zaloom; activist Norma Bowles; and international touring artists such as 500 Clown, Wakka Wakka Productions, The Condors, and Javanese puppeteer Joko Susilo. Student projects and guest artists are funded in part by the generous support of the Ray Rutan Fund and the Alice Cooper Morse Fund for the Performing Arts.

Memorial Hall, a striking gothic-style granite and stained glass memorial to Bowdoin's Civil War veterans, was completed in 1882 and houses the College's main theater and dance performance spaces. Pickard Theater, the generous gift of Frederick William Pickard, LL.D., in 1955, includes a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. Major renovations of Memorial Hall, completed in 2000, include a complete remodeling of the main theater; construction of the 150-seat, flexible Wish Theater, made possible by an extraordinary gift from Barry N. Wish '63 and Oblio Wish; and new seminar rooms, expanded rehearsal space, and a new dance studio.

Student Affairs

A RESIDENTIAL COLLEGE adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. The *Bowdoin College Student Handbook* online provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available on the Bowdoin College Web site: http://www.bowdoin.edu.

THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The college reserves the right to impose sanctions on students who violate these codes on or off campus. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook* online.

RESIDENTIAL LIFE

The Office of Residential Life is responsible for the management of the residential life program, support for the College House System, and the maintenance of a healthy and safe community. These responsibilities include planning educational and social programs; connecting students with support networks and resources on campus; mediating conflicts between students as they arise; intervening in crisis situations; and providing a direct administrative link between College House leaders, the Office of Residential Life, and the Office of the Dean of Student Affairs.

SAFETY AND SECURITY

The Office of Safety and Security provides 24-hour service and protection to the Bowdoin community. Committed to ensuring the safest possible campus environment, the office's primary focus is the health and safety of the student body. The campus is patrolled by uniformed officers in vehicles, on foot, and on bicycle. The 24-hour communications center answers emergency and routine service calls and monitors an extensive network of security cameras and life safety alarm systems. The Shuttle Program operates during peak evening hours, seven days a week, transporting students to and from destinations within a one-mile radius of campus. Additionally, officers monitor visitors and operations at the recently renovated Museum of Art. Security staff can be reached at:

Emergencies - Ext. 3500 or 725-3500
Non-Emergencies - Ext. 3314 or 725-3314
Business - Ext. 3458 or 725-3458

Comprehensive information about the Office of Safety and Security is available online at www.bowdoin.edu/security, and in the *Bowdoin College Student Handbook* online.

BOWDOIN STUDENT GOVERNMENT

The Bowdoin Student Government (BSG) is the a democratically elected, autonomous body that advocates for the student body by engaging in issues and policy, and providing services and programming for students. BSG consists of twenty-seven students, including a president, five vice presidents, and treasurer (Student Activities Funding Committee Chair) elected by the student body, two elected representatives from each class, two at-large representatives elected by the student body, the president and vice president of the Inter-House Council, a representative from the Captain's Council, a representative from the E-Board, and six members appointed by the president and vice presidents.

The full text of the revised Bowdoin Student Government Constitution is in the *Bowdoin College Student Handbook* online.

The consitution is always available on the BSG Web site at http://bsg.bowdoin.edu/bsg/pdf/constitution.pdf.

STUDENT ACTIVITIES

More than eighty clubs and organizations present an array of programs, services, and activities for the College community and important extra and co-curricular leadership opportunities for students. Membership in these organizations is open to all students. Among the oldest groups are the *Bowdoin Bugle* (yearbook), the Outing Club, the *Orient* (campus newspaper), and Masque and Gown (a student-run dramatic organization). Between five and ten new student organizations or clubs are formed each year. For a complete list and description of student organizations, please consult the Student Activities Web site: www.bowdoin.edu/student-activities.

The David Saul Smith Union, which houses the Student Activities Office, exemplifies a small neighborhood block by providing services, conveniences, amenities, programs, and activities for the Bowdoin College community. It is not just a campus center; it is a venue for lectures, concerts, dances, and information, and a place that responds to the needs of all members of the College community.

The Smith Union contains the Campus Information Desk, the Student Activities Office, a game room/recreation area, Jack Magee's Grill, a TV room, student organizations resource room, student mailboxes, the campus mail center, and several lounges. Also located in the Union are the campus bookstore, the Café, and the convenience store.

JOSEPH MCKEEN CENTER FOR THE COMMON GOOD

At the opening of Bowdoin College in 1802, President Joseph McKeen declared that

> ...literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education. It is not that they may be enabled to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society. If it be true, that no man should live to himself, we may safely assert, that every man who has been aided by a public institution to acquire an education, and to qualify himself for usefulness, is under peculiar obligations to exert his talents for the public good.

Encouraging students to live up to McKeen's vision is a central mission of the College as a whole, and the Joseph McKeen Center for the Common Good has the responsibility to initiate, support, coordinate, and acknowledge efforts across the campus to achieve this aspiration. The College and the Center have the special challenge to enable students to discover the ways in which their unique talents, passions, and academic pursuits can be used for the "benefit of society."

Although housed in Banister Hall, the McKeen Center supports work that takes place across the campus, in local communities, and at selected locations around the world. The Center assists student-led volunteer organizations that provide service to the local community through activities such as mentoring, visiting with senior citizens, volunteering at the local homeless shelter, and working with immigrant populations in nearby Portland. Fostering student initiative and leadership, the Center provides opportunities for students to propose and lead alternative spring break trips that connect their peers with community organizations in places ranging from Mississippi and Washington, D.C., to Guatemala and Peru. The McKeen Center also encourages students to reflect upon their public engagement and connect these experiences to curricular and vocational interests. In coordination with other departments, the Center administers summer fellowships for students interested in non-profit internships and provides grants for international service. It assists students in finding community partners with whom to engage in community-connected independent research and honors projects and helps identify courses at the College that provide context for the issues students address through their community work. The McKeen Center assists faculty in developing and teaching community-based courses that take students out of the classroom to conduct interviews, record oral histories, build Web sites, develop curriculum for schools, and collect scientific data in conjunction with community partners.

The Center also encourages and helps sponsor campus-wide events that challenge students, faculty, and staff to examine the varied meanings of public service and the "common good." These events include an annual series of symposia or lectures on "Seeking the Common Good" and the annual Common Good Day, a day of service that connects the Bowdoin campus to the local community.

ATHLETICS

Bowdoin is a member of the National Collegiate Athletic Association (NCAA), sponsoring one of the largest athletic programs in the country. Intercollegiate teams compete on the Division III level. In Division III, financial aid is need-based. The athletic experience is a wonderful complement to students' academic experience.

The College is a charter member of the New England Small College Athletic Conference (NESCAC), an eleven-member league of similar schools committed to academic excellence and athletics with the student-athlete's best interests at heart. NESCAC includes Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams. These schools are also linked in efforts to provide safe, productive environments for students to learn and grow while engaging in rigorous academic pursuits.

NESCAC Statement Regarding Alcohol

In addition to being partners in athletic competition, the eleven colleges and universities comprising the New England Small College Athletic Conference (NESCAC) are united in efforts to provide safe environments in which students may mature intellectually and socially.

Recognizing that social life plays a role in the college experience, each campus has increased its efforts to encourage students to make responsible choices. Each school takes a strong stand against substance abuse, including alcohol. While the vast majority of students at NESCAC institutions who choose to drink alcohol do so responsibly, each school has disciplinary and educational programs in place for students who misuse alcohol and other substances.

Additionally, all of the member schools expressly prohibit hazing.

Intercollegiate and Club Programs

Bowdoin's athletic program complements students' academic experience and encourages participation by maximizing the number and variety of athletic opportunities in varsity, club, and intramural sports. Over thirty intercollegiate teams, three levels of intramural competition in ten sports, and over twenty physical education courses are all a part of the athletic program. The scheduling of practice and intercollegiate contests is planned to minimize conflict with the scheduling of classes, laboratories, or other academic exercises. If and when conflicts do occur, students are responsible for consulting with their instructors well in advance. Excusing students from academic obligations may occur solely at the discretion of the faculty.

Bowdoin gives equal emphasis to men's and women's sports, and the desired quality of competition is similar in all sports. The following intercollegiate and club programs are available to men and women. (Junior varsity teams may be available in some sports depending on participation and opportunities for competition.)

Men: Baseball, basketball, cross country, football, golf, ice hockey, lacrosse, rowing, rugby, skiing, soccer, squash, swimming, tennis, track (winter and spring), volleyball, water polo.

Women: Basketball, cross country, field hockey, golf, ice hockey, lacrosse, rowing, rugby, skiing, soccer, softball, squash, swimming, tennis, track (winter and spring), volleyball, water polo.

Coed: Sailing, equestrian, ultimate frisbee.

Coaching and Athletic Facilities

Bowdoin supports students in their efforts to reach high levels of performance by providing them with first-class coaching, superior facilities, and appropriate competitive opportunities with students from within NESCAC and in New England.

Bowdoin's coaches are excellent resources for students, providing athletic guidance and instruction, and personal and academic support and encouragement. Coaches focus on skill development, teamwork, the pursuit of individual and team excellence, the values of fair play, and the development of important leadership skills.

Students are encouraged to use the athletic facilities for recreational or free play. Seasonal schedules and schedule changes are posted on gymnasium and field house bulletin boards. Intercollegiate teams, classes, and intramurals have priority in the use of these facilities.

The facilities include Morrell and Sargent gymnasiums; the new Sidney J. Watson Arena; the new Peter Buck Center for Health and Fitness; a multipurpose aerobics room; 8 hard court tennis courts; a 400–meter, 6–lane outdoor track; Farley Field House, which houses a 6–lane, 200–meter track and four regulation tennis courts; Greason Pool, a 16–lane, 114–foot by 75–foot swimming pool with two 1–meter and one 3–meter diving boards; the Lubin Family Squash Center with 7 international squash courts; 35 acres of playing fields; the Howard F. Ryan Astroturf Field; and locker room and training room facilities.

Physical Education

The Department of Athletics offers an instructional program in a variety of activities utilizing campus and off-campus facilities. These activities have been selected to provide the entire on-campus Bowdoin community (students, faculty, and staff) with the opportunity to receive basic instruction in various exercises and leisure-time activities in the hope that these activities will become lifelong commitments. The program will vary from year to year to meet the interests of the Bowdoin community.

BOWDOIN OUTING CLUB AND SCHWARTZ OUTDOOR LEADERSHIP CENTER

The Bowdoin Outing Club (BOC) offers students the opportunity to explore the outdoors that surround the campus and the natural wonders throughout the state. Not just for extremists, the BOC coordinates trips for all comfort levels, experiences, and ambitions, and boasts more than 300 members. Student leaders in the BOC plan more than 100 excursions a year that focus on hiking, sea and white-water kayaking, canoeing, Telemark skiing, and rafting. The Schwartz Outdoor Leadership Center, the 5,300-square-foot campus headquarters for the BOC, contains a large inventory of outdoor gear for student use. Staffed by three full-time professionals, the BOC offers instructional classes and professional certification in white-water paddling and Telemark skiing, and through the Leadership Training Program, prepares students to lead their peers in group expeditions.

RESOURCE CENTER FOR SEXUAL AND GENDER DIVERSITY

The Resource Center for Sexual and Gender Diversity provides support, resources, safe space and education for Bowdoin College students identifying as lesbian, gay, bisexual, transgender, or queer (LGBTQ) as well as allies. The Center director serves openly LGBTQ students, as well as those in all stages of the coming out process, and provides education and outreach about LGBTQ issues to the larger Bowdoin community. Student organizations such as the Bowdoin Queer Straight Alliance (BQSA) and Q, a queer literary magazine, are advised by the director of the Center. Additional offerings include OUTweek, GAYpril, a weekly dinner series for LGBTQ and questioning students, and a monthly dinner discussion for men. The Center also maintains a resource library that includes materials from Gay and Lesbian Studies courses, classic and contemporary gay fiction and non-fiction, DVDs, CDs and current LGBTQ-themed periodicals.

WOMEN'S RESOURCE CENTER

The Women's Resource Center (WRC) is a welcoming and comfortable place for students to meet and study. It is located at the corner of Coffin and College streets (24 College Street). The WRC sponsors speakers, gatherings, workshops, and discussions, many of which draw together students, faculty, staff, and community members. It also sponsors off-campus trips to selected conferences and events. The WRC houses a resource collection of books and current periodicals on women's and gender issues. Each March the WRC sponsors programming in celebration of Women's History Month. The director of the WRC advises student organizations, including BWA (Bowdoin's Women's Association), BodySpeak, WYSE (Women and Youth Supporting Each Other), and V-Day, and collaborates with BWIB (Bowdoin Women in Business), Safe Space, and BMASV. The WRC's Web site posts contact information, an up-to-date listing of events, links to other resources at Bowdoin, and information on WRC history.

BOWDOIN CAREER PLANNING

Bowdoin Career Planning complements the academic mission of the College. One goal is to introduce students to the process of career planning, which includes self-assessment, career exploration, goal setting, and the development of an effective job search strategy. Students are encouraged to visit Bowdoin Career Planning early in their college years for counseling and information on internships and summer jobs. The staff assists seniors and recent graduates in their transition to work or graduate study and prepares them to make future career decisions.

A dedicated, professionally trained staff is available for individual career counseling. Workshops and presentations provide assistance in identifying marketable skills, writing resumes, preparing for interviews, networking, using the Internet as a job search tool, and refining job-hunting techniques. Alumni panel discussions and informational meetings throughout the year are designed to broaden students' awareness of their post-graduate career options and to enhance their understanding of the job market. Programming and advising related to graduate and professional school study are offered as well. In counseling style and program content, Bowdoin Career Planning addresses the needs of students realizing that they have diverse interests, values, and expectations.

Each year, nearly 80 private sector and non-profit employers and 100 graduate and professional schools participate in Bowdoin's program. An additional 60 employers participate in interviewing consortia in Boston and New York City. The office maintains a comprehensive Web site; houses informational materials on nearly 1,000 summer, semester, and January internships; and provides access to over 2,000 online job leads and nearly 7,000 internship listings through participation in the Liberal Arts Career Network and experience.com. In addition, Bowdoin Career Planning uses cutting-edge technology to manage job leads and target outreach to students. The office also has a database with directory information on over 1.7 million organizations in the United States.

Bowdoin Career Planning continually updates an extensive alumni/ae advisory network and a resource library located on the first floor of the Moulton Union. Weekly industry e-newsletters publicize events and programs in addtion to featuring internship, fellowship, and job opportunities.

HEALTH PROFESSIONS ADVISING

The Office of Health Professions Advising provides students and recent graduates information and guidance regarding a wide range of opportunities in healthcare. First-year students interested in the health professions are encouraged to attend an introductory meeting during orientation. A variety of informational programs and workshops are offered throughout the year in addition to occasional panel discussions with healthcare providers and presentations by admissions officers. The department strives not only to make students aware of the options available to them and the requirements for entry into the different fields, but also to help each individual who aspires to a future in healthcare identify, prepare for, and attain a realistic goal. The director is available to meet with students in scheduled appointments, and offers assistance with such issues as the selection of courses, the pursuit of relevant experience outside the classroom, and the application process.

Advisory networks of healthcare professionals in the Brunswick area and of alumni/ae in the health professions nationwide afford opportunity for career exploration. Bowdoin graduates who are currently enrolled in health professions programs are a helpful resource, as well. In addition, the Health Professions Advising Web site at www.bowdoin.edu/healthprofessions/ contains information, advice, and links to professional associations.

HEALTH SERVICES

The Bowdoin College Health Center, Ext. 3770, offers primary and acute care services to students while classes are in session. Regular office hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m., except Wednesdays when office hours are 10:00 a.m. to 5:00 p.m., and Saturdays and Sundays from noon to 2:00 p.m. Students are seen by appointment. Acute care needs can usually be scheduled for the same day. Gynecological services, comprehensive physical exams, and travel medicine consultations may be scheduled a week or two out.

The Health Center is a fully equipped primary care medical office. It is staffed by board-certified physician assistants and nurse practitioners, a registered nurse, and contracted physicians.

Emergency and after hours coverage is provided through two local hospitals. Mid Coast Hospital (207-729-0181) and Parkview Hospital (207-373-2000) both operate 24-hour, fully staffed emergency rooms and in-patient care facilities. Security will arrange for transportation when needed, and can be reached at Ext. 3314.

The Health Center also serves as an international travel immunization center for the State of Maine, providing consultation in travel medicine and vaccinations, including yellow fever. These services are offered to Bowdoin students, faculty, and staff, as well as to the community at large. To schedule a travel clinic appointment, please call Ext. 3770.

Most primary and acute care services offered to students at the Health Center are covered by general College fees. Questions about covered services, medical claims, and insurance issues may be referred to the Student Health Insurance Coordinator at Ext. 4284.

The staff of Student Health Services is committed to promoting the health and well being of the Bowdoin College community through the provision of quality primary and acute care and educational outreach services. Our approach is comprehensive, holistic, and personally attentive, and emphasizes health promotion, disease prevention, and individual self-advocacy. Our goal is to foster wellness, in the broadest sense, within the College community as a whole, and for every individual student in particular. We are happy to discuss any health-related issues with students, and to offer support and resources to health-promoting groups on campus.

COUNSELING SERVICE

The Counseling Service is staffed by experienced mental health professionals (psychiatrists, psychologists, social workers, counselors) who are dedicated to helping students resolve personal, social, and academic difficulties and maximize their psychological and intellectual potential. During the course of a typical academic year, approximately 20 percent of Bowdoin students take advantage of the opportunity to work individually with a counselor. Counseling staff members assist students who have concerns such as anxiety, depression, academic pressure, family conflicts, roommate problems, alcohol and drug abuse, sexual assault, eating disorders, intimate relationships, and many other matters. Counselors also conduct programs and workshops for the Bowdoin community and consult with campus peer support/education groups. Psychiatric medication consultations are also available. The Counseling Service maintains a particularly strong commitment to enhancing multicultural awareness and dialogue within an increasingly diverse community and to providing mind/body stress reduction programs such as yoga, Tai Chi, Chi Gong, and meditation.

Students may schedule counseling appointments by calling 725–3145 or stopping by the office in person. Regular hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m. For student concerns requiring immediate attention, an emergency hour is available each weekday from 4:00 to 5:00 p.m. After hours and on weekends, students may reach an on-call counselor for emergency consultation by calling Security (Ext. 3500). The Counseling Service does not provide services to students during College vacation periods. Information disclosed by a student to his or her counselor is subject to strict confidentiality. The Counseling Service offices are located at 32 College Street.

Alumni and Community Organizations

Alumni Association

The purpose of the Bowdoin College Alumni Association is "to further the well-being of the College and its alumni by stimulating the interest of its members in the College and in each other through the conduct of programs by and for alumni, and by encouraging the efforts of its members in programs that promote the Common Good." Membership is open to former students who during a minimum of one semester's residence earned at least one academic credit toward a degree and whose class has graduated, to those holding Bowdoin degrees, and to anyone elected to membership by the Alumni Council. The general management of the Association is vested in the Alumni Council.

Alumni Council

Officer: Gail A. Berson '75, president. Elected and appointed members of the Alumni Council are listed on pages 358–59.

Alumni Council Awards

Alumni Service Award: First established in 1932 as the Alumni Achievement Award and renamed the Alumni Service Award in 1953, this award is made annually to the person whose volunteer services to Bowdoin, in the opinion of alumni, as expressed by the Alumni Council, most deserve recognition.

Alumni Award for Faculty and Staff: Established in 1963, this award is presented every other year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni."

Distinguished Educator Award: Established in 1964, this award is presented every other year to recognize outstanding achievement in the field of education by a Bowdoin alumnus or alumna, except alumni who are members of the Bowdoin faculty and staff.

Foot Soldier of Bowdoin Award: Established in 1999 through the generosity of David Z. Webster '57, this award is presented annually to one who exemplifies the role of a foot soldier of Bowdoin through his or her work for the development programs, BASIC, and/or other alumni programs during the prior year. In addition to an award, a scholarship is awarded each year in the name of the award-winner to a deserving Bowdoin undergraduate.

Polar Bear Awards: Established in 1999, these awards, up to six of which may be awarded annually, recognize significant personal contributions and outstanding dedication to Bowdoin. The award honors a record of service rather than a single act or achievement.

Young Alumni Service Award: Established in 1999, these awards, up to two of which may be awarded annually, recognize distinguished and outstanding service to Bowdoin among members of the ten youngest classes. The award honors a record of service rather than a single act or achievement.

Club Volunteer of the Year Award: Established in 2004, this award recognizes a club volunteer who has demonstrated enthusiasm, initiative, and outstanding execution and achievement during the preceding academic year.

Bowdoin Magazine

Established in 1927, *Bowdoin* magazine is published three times a year and contains articles of general interest about the College and its alumni. It is sent without charge to all alumni, seniors, parents of current students and recent graduates, faculty and staff members, and various friends of the College. For more information about the magazine, visit the Web site at www.bowdoin.edu/magazine.

Bowdoin Alumni Schools and Interviewing Committees (BASIC)

BASIC is a volunteer association of approximately 1,700 alumni in the United States and several foreign countries. These volunteers assist the Admissions Office in the identification and evaluation of candidates. BASIC volunteers interview applicants in their home areas, represent the College at local "college fair" programs, and, in general, serve as a link between high schools, prospective students, and the College.

Alumni Fund

The Bowdoin Alumni Fund seeks to raise unrestricted financial support for the College's educational programs and other student-related services on an annual basis. All gifts to the Alumni Fund are for current operational expenses and play a significant role in maintaining a balanced budget. Since the Fund's inception in 1869, Bowdoin alumni have consistently demonstrated a high level of annual support, enabling the College to preserve and enhance the Bowdoin experience.

Chair: Bruce P. Shaw '74.

Alumni Fund Awards

Leon W. Babcock Plate: Presented to the College in 1980 by William L. Babcock Jr. '69, and his wife, Suzanne, in honor of his grandfather, Leon W. Babcock '17, it is awarded annually to the class making the largest dollar contribution to the Alumni Fund.

Alumni Fund Cup: Awarded annually since 1932, the Alumni Fund Cup recognizes the Reunion Class making the largest contribution to the Alumni Fund, unless that Reunion Class wins the Babcock Plate; in that event, the cup is awarded to the non-Reunion Class making the largest contribution.

Class of 1916 Bowl: Presented to the College by the Class of 1916, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

Class of 1929 Trophy: Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

Robert Seaver Edwards Trophy: Awarded annually to that one of the ten youngest classes raising the most money for the Fund, this trophy honors the memory of Robert Seaver Edwards, Class of 1900.

Fund Directors' Trophy: Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class that, in the opinion of the directors, achieved an outstanding performance not acknowledged by any other trophy.

Harry K. Warren Trophy: Awarded annually beginning in 1998, the Harry K. Warren Trophy recognizes the two Reunion classes achieving the highest percentage of participation.

Robert M. Cross Awards: Established by the directors of the Alumni Fund in 1990, the Robert M. Cross Awards are awarded annually to those class agents whose outstanding performance, hard work, and loyalty to Bowdoin, as personified by Robert M. Cross '45 during his many years of association with the Fund, are deserving of special recognition.

The Class of 1976 Trophy: Established in 2004, the Class of 1976 Trophy is awarded each year to the class whose associate agent or team of volunteers deserve special recognition for energy, creativity, and leadership in a non-reunion year.

$1,000,000 Club: Established by the Alumni Fund directors, the $1,000,000 Club recognizes each class that has passed the $1,000,000 figure during an Alumni Fund year.

$250,000 Club: Established by the Alumni Fund directors in 2001, the $250,000 Club recognizes each class that has passed the $250,000 figure during an Alumni Fund year.

Society of Bowdoin Women

The Society of Bowdoin Women was formed in 1922 to provide "an organization in which those with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College."

Today, the Society of Bowdoin Women Advisory Board continues to consult in the administration of four endowment funds. The Edith Lansing Koon Sills Lecture Fund, established in 1961, is used to sponsor cultural, career, and literary speakers. The Society of Bowdoin Women Foundation, created in 1924, provided resources for the College's general use. With the inception of coeducation at Bowdoin in 1971, the Society decided to restrict the funds to provide annual scholarships to qualified women students and renamed it the Society of Bowdoin Women Scholarship Foundation. The Society of Bowdoin Women Athletic Award, established in 1978, recognizes effort, cooperation, and sportsmanship by a senior member of a women's varsity team. The Dorothy Haythorn Collins Award, created in 1985, honors a junior student exemplifying overall excellence and outstanding performance in his or her chosen field of study.

Advisory Board: Kimberly Labbe Mills '82, O. Jeanne d'Arc Mayo, Joan R. Shepherd.

Association of Bowdoin Friends

Founded in 1984, the Association of Bowdoin Friends is a group of approximately 1,500 midcoast-area residents who share an interest in the well-being of the College. Its mission states "the association strengthens the relationship between Bowdoin and the community, affording members the opportunity to support and engage in the life of the College." Some members are alumni or otherwise have direct ties to the College, while most are simply interested members of the community. Members regularly attend lectures, concerts, performances, and special events on campus, and some audit classes. Activities sponsored by the Friends include receptions and dinners held in conjunction with College events, large and small book discussion groups, and field trips of local interest. Through the Friends Fund, many members choose to support the College library, museums, athletics, and music and performing arts programs.

Bowdoin Friends are also invited to become involved in the Host Family Program. Administered by the Office of the Dean of Student Affairs, the Host Family Program pairs local families with international students, teaching fellows, and visiting faculty, as well as interested first-year students, easing the transition to College life and fostering lasting friendships. Through this program, international students and faculty are offered a taste of American life and culture.

Individual membership is $40.00. Household membership starts at $55.00 for two people; and $5.00 for each additional member of household. Benefits of membership include receipt of a bi-weekly calendar of events, free classified advertising on the Bowdoin Web site, discounts to many campus performances, free library borrowing privileges, a 15% discount at the Bowdoin Bookstore, and discounts at the museum shops.

Steering Committee for 2009–2010: Bruce Amstutz, Winnie Chan P'97, Kathy Christensen, Jeanne Clampitt, Judy Collette, Don Doele '59, William Freeman '56, Lindy Green, Jeanne d'Arc Mayo, Amy McKenna, Sandra Neiman, Gloria Smith, and Deborah Zorach.

Host Family Program liaison: Jeanne Clampitt; *Steering Committee chair:* Jeanne d'Arc Mayo; Sara Smith, *administrative assistant II.*

Summer Programs

Bowdoin College summer programs provide an opportunity for a variety of people to enjoy the College's facilities and to benefit from the expertise of Bowdoin faculty and staff during the nonacademic portion of the year. Summer programs consist of educational seminars, professional conferences, sports clinics, specialized workshops, and occasional social events that are appropriate to the College's overall mission as an educational institution and as a member of the Maine community.

Upward Bound, which began at Bowdoin in 1965, is one of over five hundred similar programs hosted by educational institutions across the country. Funded by the U.S. Department of Education, these programs are intended to provide low-income high school students with the skills and motivation necessary for success in higher education.

Founded in 1964, and separately incorporated in 1998, the **Bowdoin International Music Festival** comprises a music school, several concert series, and the Gamper Festival of Contemporary Music. Approximately two hundred gifted performers in their teens and twenties from more than twenty countries participate each summer in a concentrated six-week program of instrumental, chamber music, and composition studies with a faculty composed of teacher-performers from the world's leading conservatories.

Each year additional camps are offered by members of the athletic staff in baseball, diving, tennis, basketball, field hockey, lacrosse, squash, soccer, swimming, and track. A day camp for children entering grades 2–9 is based in Farley Field House, and an art camp for youth is held in Bowdoin's Visual Arts Center.

In addition to those described above, other programs brought to campus by Bowdoin faculty, staff, and outside associations attract several thousand people to the College each summer.

Persons interested in holding a conference at Bowdoin should contact the Office of Events and Summer Programs, which schedules all summer activities and coordinates dining, overnight accommodations, meeting space, audiovisual services, and other amenities. For more information on camps, workshops, and conferences, visit the Web site at http://www.bowdoin.edu/events/summerprograms.

Officers of Government

PRESIDENT OF THE COLLEGE

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), Elected Overseer, 1994*, Elected President of the College, 2001.

BOARD OF TRUSTEES

Peter Metcalf Small, A.B. (Bowdoin), Chair. Elected Overseer, 1988.* Term expires 2010.

Michele Gail Cyr, A.B. (Bowdoin), A.M. (Brown), M.D. (Dartmouth), Vice Chair. Elected Trustee, 2000. Term expires 2010.

Deborah Jensen Barker, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 1999. Term expires 2014.

Ronald Constantine Brady, A.B. (Bowdoin), M.P.A. (Princeton). Elected Trustee, 2009. Term expires 2014.

David Gerard Brown, A.B. (Bowdoin), M.B.A. (Dartmouth). Elected Trustee, 2000. Term expires 2010.

Marijane Leila Benner Browne, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1994.* Term expires 2010.

Tracy Jean Burlock, A.B. (Bowdoin). Elected Overseer, 1990.* Term expires 2011.

Michael Scott Cary, A.B. (Bowdoin), M.A.T. (Brown), M.A.R. (Yale Divinity School). Elected Trustee, 2001. Term expires 2011.

William Edwards Chapman II, A.B. (Bowdoin). Elected Trustee, 2002. Term expires 2012.

Gerald Cameron Chertavian, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2002. Term expires 2012.

Leonard Wright Cotton, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2006. Term expires 2011.

Jeff Douglas Emerson, A.B. (Bowdoin), M.S.T.M. (American University). Elected Trustee, 2005. Term expires 2010.

Marc Bennett Garnick, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2011.

John Anthony Gibbons Jr., A.B. (Bowdoin), M.B.A. (New York University). Elected Trustee, 2002. Term expires 2012.

* Prior to 1996, Bowdoin had a bicameral governance structure. Overseers were elected for a six-year term, renewable once; Trustees were elected for an eight-year term, also renewable once. In June of 1996, the governance structure became unicameral. All Boards members became Trustees, eligible to serve the remainder of their current term.

Trustees elected or re-elected in 1996 and thereafter serve five-year terms without a predetermined limit to the number of terms individuals may serve.

Stephen Francis Gormley, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2011.

Alvin Darnell Hall, A.B. (Bowdoin), M.A. (UNC–Chapel Hill). Elected Trustee, 2001. Term expires 2011.

Karen T. Hughes, B.A. (Wells). Elected Trustee, 2006. Term expires 2011.

Bradford Adams Hunter, A.B. (Bowdoin). Elected Trustee, 2006. Term expires 2011.

Dennis James Hutchinson, A.B. (Bowdoin), M.A. (Oxford), LL.M. (Texas-Austin). Elected Overseer, 1975; elected Trustee, 1987. Term expires 2013.

William Sargent Janes, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2012.

Ann Hambelton Kenyon, A.B. (Bowdoin). Elected Trustee, 2006. Term expires 2011.

Gregory Edmund Kerr, A.B. (Bowdoin), M.D. (New York University), M.B.A. (Columbia). Elected Trustee, 2000. Term expires 2010.

Michael Paul Lazarus, B.S., C.P.A. (Grove City College). Elected Trustee, 2007. Term expires 2012.

James Walter MacAllen, A.B. (Bowdoin), M.B.A. (Virginia). Elected Overseer, 1995.* Term expires 2011.

Lisa Ann McElaney, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 2001. Term expires 2011.

John Francis McQuillan, A.B. (Bowdoin), M.P.A. (Harvard). Elected Trustee, 2005. Term expires 2010.

Henry Thomas Adams Moniz, A.B. (Bowdoin), J.D. (Univ. of Pennsylvania). Elected Trustee, 2006. Term expires 2011.

Tamara Alexandra Nikuradse, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2004. Term expires 2014.

John Steven Osterweis, A.B. (Bowdoin), M.B.A. (Stanford). Elected Trustee, 2004. Term expires 2014.

Scott Bullock Perper, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2004. Term expires 2014.

Jane Lagoudis Pinchin, B.A. (Harpur College, SUNY–Binghamton), M.A., Ph.D. (Columbia). Elected Trustee, 2003. Term expires 2013.

Abigail Marr Psyhogeos, A.B. (Bowdoin). Elected Trustee 2008. Term expires 2013.

Linda Horvitz Roth, A.B. (Bowdoin), M.A. (North Carolina). Elected Overseer, 1992.* Term expires 2013.

Geoffrey Claflin Rusack, A.B. (Bowdoin), J.D. (Pepperdine). Elected Trustee, 2003. Term expires 2013.

Howard Allen Ryan, A.B. (Bowdoin). Elected Trustee, 2006. Term expires 2011.

Joan Benoit Samuelson, A.B. (Bowdoin), D.A. (Thomas, Williams, Lasell, Mt. Ida, University of New England). Elected Overseer, 1995.* Term expires 2011.

D. Ellen Shuman, A.B. (Bowdoin), M.P.P.M. (Yale). Elected Overseer, 1992.* Term expires 2013.

James Edward Staley, A.B. (Bowdoin). Elected Trustee, 2007. Term expires 2012.

Sheldon Michael Stone, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2011.

John Joseph Studzinski, A.B. (Bowdoin), M.B.A. (Chicago). Elected Trustee, 1998. Term expires 2013.

Alan Richard Titus, A.B. (Bowdoin). Elected Trustee, 2004. Term expires 2014.

Paula Marie Wardynski, A.B. (Bowdoin). Elected Trustee, 2005. Term expires 2010.

David Perrin Wheeler, A.B. (Bowdoin), M.B.A. (Wharton). Elected Trustee, 2003. Term expires 2013.

Robert Francis White, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1993.* Term expires 2014.

Heather T. K. Hietala, A.B. (Bowdoin), Ed.M. (Harvard). Elected Secretary, 2009. Term expires 2014.

David R. Treadwell, A.B. (Bowdoin), M.B.A. (Harvard), Assistant Secretary. Elected Assistant Secretary, 2001. Term expires 2011.

William A. Torrey III, A.B., M.S.Ed. (Bucknell), Senior Vice President for Planning and Development (1991) and Secretary of the College/Staff Liaison to the Trustees (2008).

EMERITI

Thomas Hodge Allen, A.B. (Bowdoin), B.Ph. (Oxford), J.D. (Harvard). Elected Overseer, 1985*; elected emeritus 1997.

Willard Bailey Arnold III, A.B. (Bowdoin), M.S. (New York University). Elected Overseer, 1970; elected emeritus, 1984.

Walter Edward Bartlett, A.B. (Bowdoin). Elected Overseer, 1990*; elected emeritus, 2001.

David Pillsbury Becker, A.B. (Bowdoin), A.M. (New York University). Elected Overseer, 1986*; elected emeritus, 1998.

Rosalyne Spindel Bernstein, A.B. (Radcliffe), J.D. (Maine), LL.D (Bowdoin), D.H.L. (Maine). Elected Overseer, 1973; elected Trustee, 1981; elected emerita 1997.

Gerald Walter Blakeley Jr., A.B. (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

Theodore Hamilton Brodie, A.B. (Bowdoin). Elected Overseer, 1983; elected emeritus, 1995.

Paul Peter Brountas, A.B. (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1974; elected Trustee, 1984; elected emeritus, 1996.

Leslie Walker Burlock, A.B. (Bowdoin). Elected Overseer, 1995*; elected emerita, 2001.

George Hench Butcher III, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1985; elected emeritus, 1995.

Geoffrey Canada, A.B. (Bowdoin), Ed.M. (Harvard), L.H.D. (Bowdoin). Elected Overseer, 1995*; elected emeritus, 2006.

Thomas Clark Casey, A.B. (Bowdoin), M.B.A. (Stanford). Elected Overseer, 1989*; elected emeritus, 2001.

Kenneth Irvine Chenault, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1993.

The Honorable David Michael Cohen, A.B. (Bowdoin), LL.B. (Boston College School of Law). Elected Overseer, 1994*; elected emeritus 2005.

Norman Paul Cohen, A.B. (Bowdoin), J.D. (Harvard), LL.D (Bowdoin). Elected Overseer, 1977; elected emeritus, 1989.

The Honorable William Sebastian Cohen, A.B. (Bowdoin), LL.B. (Boston University), LL.D. (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973; elected emeritus, 1985.

Philip R. Cowen, B.S., M.B.A. (New York University). Elected Overseer, 1993*; elected emeritus 2004.

J. Taylor Crandall, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 1997.

Michael M. Crow, B.A. (Iowa State), Ph.D. (Syracuse), Elected Trustee, 2001; elected emeritus, 2006.

The Reverend Richard Hill Downes, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970; elected emeritus, 1983.

Peter Frank Drake, A.B. (Bowdoin), Ph.D. (Bryn Mawr). Elected Overseer, 1992*; elected emeritus, 2003.

Stanley Freeman Druckenmiller, A.B. (Bowdoin), L.H.D. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 2002.

Oliver Farrar Emerson II, A.B. (Bowdoin). Elected Overseer, 1974; elected emeritus, 1986.

William Francis Farley, A.B. (Bowdoin), J.D. (Boston College), LL.D. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1992.

Frank John Farrington, A.B. (Bowdoin), M.S. (The American College). Elected Overseer, 1984; elected emeritus, 1996.

Wanda Evelyn Fleming, A.B. (Bowdoin), M.A. (Harvard). Elected Trustee, 1999; elected emerita, 2004.

Herbert Spencer French Jr., A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976; elected emeritus, 1988.

Albert Edward Gibbons Jr., A.B. (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.

Leon Arthur Gorman, A.B., B.D., LL.D. (Bowdoin). Elected Overseer, 1983; elected Trustee, 1994; elected emeritus, 2002.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D. Litt. (Wesleyan), L.H.D. (Colby, Bowdoin, Bates, University of Maine). President of the College, 1981-1990; elected emeritus, 1990.

Jonathan Standish Green, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975; elected emeritus, 1987.

Marvin Howe Green Jr., L.H.D. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1996.

Gordon Francis Grimes, A.B. (Bowdoin), B.A. (Cambridge), J.D. (Boston). Elected Overseer, 1986*; elected emeritus, 1998.

Laurie Anne Hawkes, A.B. (Bowdoin), M.B.A. (Cornell). Elected Overseer, 1986; elected Trustee, 1995; elected emerita, 2008.

Peter Francis Hayes, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M., M.Phil., Ph.D. (Yale). Elected Overseer, 1969; elected emeritus, 1983.

Merton Goodell Henry, A.B. (Bowdoin), LL.B. (George Washington), LL.D. (Bowdoin, St. Joseph's College, Northwood University). Elected Overseer, 1962; elected Trustee, 1974; elected emeritus, 1987.

Caroline Lee Herter, Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 1996.

Regina Elbinger Herzlinger, B.S. (Massachusetts Institute of Technology), D.B.A. (Harvard). Elected Overseer, 1983; elected emerita, 1989.

The Reverend Judith Linnea Anderson Hoehler, A.B. (Douglass), M.Div. (Harvard), S.T.D. (Starr King School for the Ministry). Elected Overseer, 1980; elected emerita, 1992.

John Roscoe Hupper, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970; elected Trustee, 1982; elected emeritus, 1995.

Judith Magyar Isaacson, A.B. (Bates), A.M., LL.D (Bowdoin), L.D. (Bates) L.H.D. (Colby), H.L. (University of New England). Elected Overseer, 1984; elected emerita, 1996.

Lewis Wertheimer Kresch, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970; elected emeritus, 1983.

Donald Richardson Kurtz, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1984; elected emeritus, 1996; elected Trustee, 1997; elected emeritus 2004.

Samuel Appleton Ladd III, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 2002.

George Calvin Mackenzie, A.B. (Bowdoin), A.M. (Tufts), Ph.D. (Harvard). Elected Overseer, 1986*; elected emeritus, 1998.

John Francis Magee, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine), LL.D. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1979; elected emeritus, 1995.

Nancy Bellhouse May, A.B. (Bowdoin), J.D. (Columbia). Elected Trustee, 1996; elected emerita, 2006.

Cynthia Graham McFadden, A.B. (Bowdoin), LL.B. (Columbia), J.D. (Columbia University School of Law). Elected Overseer, 1986; elected emerita, 1995.

Robert Haines Millar, A.B. (Bowdoin), B.Div. (Yale), Secretary. Elected 1991; Elected secretary emeritus, 2001.

Jane McKay Morrell, A.B. (Bowdoin). Elected Trustee, 1997; elected emerita, 2007.

Richard Allen Morrell, A.B. (Bowdoin). Elected Overseer, 1979; elected Trustee, 1989; elected emeritus, 2002.

Norman Colman Nicholson Jr., A.B. (Bowdoin). Elected Overseer, 1979; elected emeritus, 1991.

David Alexander Olsen, A.B. (Bowdoin). Elected Overseer, 1986*; elected emeritus, 2003.

Michael Henderson Owens, A.B. (Bowdoin), M.D., M.P.H. (Yale). Elected Overseer, 1988*; elected emeritus, 2005.

Payson Stephen Perkins, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Hollis Susan Rafkin-Sax, A.B. (Bowdoin). Elected Overseer, 1988*; elected emerita, 2000.

Edgar Moore Reed, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1995*; elected emeritus, 2006.

Peter Donald Relic, A.B. (Bowdoin), M.A. (Case Western Reserve), Ed.D. (Harvard), Litt.D. (Belmont Abbey). Elected Overseer, 1987*; elected emeritus, 1999.

Lee Dickinson Rowe, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996; elected emeritus, 2006.

Alden Hart Sawyer Jr., A.B. (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976; elected emeritus, 1985.

Steven Mark Schwartz, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 1999; elected emeritus, 2007.

Jill Ann Shaw-Ruddock, A.B. (Bowdoin). Elected Overseer, 1994*; elected emerita, 2000.

Carolyn Walch Slayman, B.A. (Swarthmore), Ph.D. (Rockefeller), Sc.D. (Bowdoin). Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 2001.

John Ingalls Snow, A.B. (Bowdoin), M.B.A. (Wharton). Elected Overseer, 1986; elected emeritus, 1992.

Donald Bertram Snyder Jr., A.B. (Bowdoin). Elected Overseer, 1992*. Elected emeritus, 2003.

Phineas Sprague, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

Anne W. Springer, A.B. (Bowdoin). Elected Secretary of the Board of Overseers, 1995; elected Assistant Secretary of the Trustees, 1996. Elected Secretary, 2001; elected emerita, 2009.

Terry Douglas Stenberg, A.B. (Bowdoin), Ed.M. (Boston University), Ph.D. (Minnesota). Elected Overseer, 1983; elected emeritus, 1993.

Richard Houghton Stowe, B.S.E.E. (Rensselaer), M.B.A. (Harvard). Elected Trustee, 1998; elected emeritus, 2008.

Deborah Jean Swiss, A.B. (Bowdoin), Ed.M., Ed.D. (Harvard). Elected Overseer, 1983; elected emerita, 1995.

Frederick Gordon Potter Thorne, A.B., L.H.D. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1982. Elected emeritus, 2003.

Raymond Stanley Troubh, A.B. (Bowdoin), LL.B. (Yale), LL.D. (Bowdoin). Elected Overseer, 1978; elected emeritus, 1990.

William David Verrill, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Mary Ann Villari, A.B. (Bowdoin), J.D. (Boston University). Elected Overseer, 1987*; elected emerita, 1999.

William Grosvenor Wadman, A.B. (Bowdoin). Elected Overseer, 1988*; elected emeritus, 2000.

David Earl Warren, A.B. (Bowdoin), J.D. (Columbia). Elected Overseer, 1988*; elected emeritus, 2005.

Harry Knight Warren, B.A. (Pennsylvania). Elected Secretary, 1986; elected emeritus, 1995.

Timothy Matlack Warren, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

George Curtis Webber II, A.B. (Bowdoin), LL.B. (Harvard). Elected Secretary, 1983; elected emeritus, 1986.

Peter B. Webster, A.B. (Bowdoin), LL.B. (Cornell). Elected College Counsel, 1969; elected emeritus, 2008.

Russell Bacon Wight Jr., A.B. (Bowdoin). Elected Overseer, 1987; elected emeritus, 1996.

Barry Neal Wish, A.B., L.H.D. (Bowdoin). Elected Overseer, 1989; elected Trustee, 1994; elected emeritus, 2005.

Elizabeth Christian Woodcock, A.B. (Bowdoin), A.M. (Stanford), J.D. (Maine). Elected Overseer, 1985*; elected emerita, 1997.

The Honorable John Alden Woodcock Jr., A.B. (Bowdoin), M.A. (University of London), J.D. (Maine). Elected Trustee, 1996; elected emeritus, 2006.

Donald Mack Zuckert, A.B., L.H.D. (Bowdoin), J.D. (New York University). Elected Overseer, 1987; elected Trustee, 1995; elected emeritus, 2005.

Officers of Instruction

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), President of the College. (2001)†

Ericka A. Albaugh, B.A. (Pepperdine), M.A. (Tufts–Fletcher School), Ph.D. (Duke), Assistant Professor of Government. (2008)

Anthony F. Antolini, A.B. (Bowdoin), M.A., M.A., Ph.D. (Stanford), Senior Lecturer in Music. (1992)

María Báez, B.A. equiv., M.A. equiv. (Universidad Complutense de Madrid), Adjunct Lecturer in Spanish. (2009)

Pamela Ballinger, B.A. (Stanford), M.Phil. (Trinity College, Cambridge), M.A., Ph.D. (Johns Hopkins), Associate Professor of Anthropology. *(On leave of absence for the academic year.)* (1998)

Joe Bandy, B.A. (Rhodes), M.A., Ph.D. (California–Santa Barbara), Associate Professor of Sociology. *(On leave of absence for the academic year.)* (1998)

William H. Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. *(On leave of absence for the spring semester.)* (1975)

Jack R. Bateman, B.Sc. (Dalhousie), Ph.D. (Harvard), Assistant Professor of Biology. (2008)

Mark O. Battle, B.S. (Tufts), B.M. (New England Conservatory), M.A., Ph.D. (Rochester), Associate Professor of Physics. (1999)

Thomas Baumgarte, Diplom. Ph.D. (Ludwig-Maximilians-Universität Munich), Professor of Physics. (2001)

Rachel J. Beane, B.A. (Williams), Ph.D. (Stanford), Associate Professor of Geology. (1998)

Roger Bechtel, B.A. (DePauw), J.D. (New York University), M.F.A. (Yale), M.A., Ph.D. (Cornell), Associate Professor of Theater and Dance. (2008)

Susan E. Bell, A.B. (Haverford), A.M., Ph.D. (Brandeis), A. Myrick Freeman Professor of Social Sciences. (1983)

Gil Birney, B.A. (Williams), M.Div. (Virginia), Coach in the Department of Athletics. (2000)

John B. Bisbee, B.F.A. (Alfred), Lecturer in Art. (1996)

Paola Boel, B.S. (Università L. Bocconi, Italy), M.S., Ph.D. (Purdue), Assistant Professor of Economics. (2005)

Barbara Weiden Boyd, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Winkley Professor of Latin and Greek. (1980)

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†Date of first appointment to the faculty.

** Indicates candidate for doctoral degree at time of appointment.*

Aviva Briefel, B.A. (Brown), M.A., Ph.D. (Harvard), Associate Professor of English. (2000)

Richard D. Broene, B.S. (Hope), Ph.D. (California–Los Angeles), Professor of Chemistry. (1993)

Jane Brox, B.A. (Colby), M.F.A. (Warren Wilson), Coastal Studies Scholar and Lecturer in English. (2008)

Jan M. Brunson, B.A. (Eckerd), A.M., Visiting Assistant Professor of Anthropology. (2008)

Jorunn J. Buckley, Cand. mag. (Oslo), Cand. philol. (Bergen), Ph.D. (Chicago), Associate Professor of Religion. *(On leave of absence for the academic year.)* (1999)

Bradford Burnham, B.S. (Maine), M.S. (Colorado State), Coach in the Department of Athletics. (2000)

Kathryn Byrnes, B.A. (Davidson), M.E. (Wake Forest), Visiting Instructor in Education.* (2009)

Helen L. Cafferty, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan Jr. Professor of German and the Humanities. (1972)

Philip Camill III, B.A. (Tennessee), Ph.D. (Duke), Rusack Associate Professor of Environmental Studies and Biology. (2008)

David C. Caputi, B.A. (Middlebury), M.Ed. (North Adams State), Coach in the Department of Athletics. (2000)

Judith S. Casselberry, B.Mus. (Berklee), M.A. (Wesleyan), M.Phil, M.A., Ph.D. (Yale), Assistant Professor of Africana Studies. (2009)

Nadia V. Celis, B.A. (Universidad de Cartagena), M.A., Ph.D. (Rutgers), Assistant Professor of Romance Languages. (2007)

Steven R. Cerf, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield Jr. Professor of German. (1971)

Tess Chakkalakal, B.A. (Toronto), M.A., Ph.D. (York), Assistant Professor of Africana Studies and English. (2008)

Connie Y. Chiang, B.A. (California–Santa Barbara), M.A., Ph.D. (Washington), Assistant Professor of History and Environmental Studies. (2002)

Eric L. Chown, B.A., M.S. (Northwestern), Ph.D. (Michigan), Samuel S. Butcher Associate Professor in the Natural Sciences. (1998)

Ronald L. Christensen, A.B. (Oberlin), A.M., Ph.D. (Harvard), James Stacy Coles Professor of Natural Sciences. (1976)

David Collings, A.B. (Pacific Union), A.M., Ph.D. (California–Riverside), Professor of English. (1987)

Thomas Conlan, B.A. (Michigan), M.A., Ph.D. (Stanford), Associate Professor of History and Asian Studies. (1998)

Sarah O'Brien Conly, A.B. (Princeton), M.A., Ph.D. (Cornell), Assistant Professor of Philosophy. (2005)

Rachel Ex Connelly, A.B. (Brandeis), A.M., Ph.D. (Michigan), Bion R. Cram Professor of Economics. (1985)

Michael Connolly, B.A. (Brandeis), Coach in the Department of Athletics. (1999)

Thomas B. Cornell, A.B. (Amherst), Artist in Residence. (1962)

Peter Coviello, B.A. (Northwestern), M.A., Ph.D. (Cornell), Associate Professor of English. *(On leave of absence for the fall semester.)* (1998)

Mariana M. Cruz, B.A. (Puerto Rico), M.A. (Texas Women's), M.S. (Cornell), Consortium for Faculty Diversity Pre-Dissertation Fellow and Lecturer in Education. (2009)

Elena Cueto-Asín, B.A. (Universidad Complutense de Madrid), M.A., Ph.D. (Purdue), Associate Professor of Romance Languages. (2000)

Songren Cui, B.A. (Zhongshan), M.A., Ph.D. (California–Los Angeles), Associate Professor of Asian Studies. *(On leave of absence for the academic year.)* (1999)

Annelle Curulla, B.A. (Connecticut College), M.A. (Middlebury), M.A., M.Phil. (Columbia), Visiting Instructor in Romance Languages.* (2008)

Michael Danahy, B.S. (Bates), M.A., Ph.D. (Princeton), Visiting Assistant Professor of Chemistry. (2009)

Charlotte Daniels, B.A./B.S. (Delaware), M.A., Ph.D. (Pennsylvania), Associate Professor of Romance Languages. *(On leave of absence for the academic year.)* (1999)

Katherine L. Dauge-Roth, A.B. (Colby), D.E.U.G. (Université de Caen), M.A., Ph.D. (Michigan), Associate Professor of Romance Languages. (1999)

Dan Davies, B.S. (Keene State), M.Ed., M.S.P.T. (Hartford), Director of Sports Medicine. (2003)

Shelley M. Deane, B.S. (Manchester), M.A. (Warwick), Ph.D. (London School of Economics), Assistant Professor of Government. (2004)

Gregory P. DeCoster, B.S. (Tulsa), Ph.D. (Texas), Associate Professor of Economics. (1985)

Deborah S. DeGraff, B.A. (Knox College), M.A., Ph.D. (Michigan), Professor of Economics. *(On leave of absence for the academic year.)* (1991)

Dallas G. Denery II, B.A. (California–Berkeley), M.A. (Dominican School of Philosophy and Theology), Ph.D. (California–Berkeley), Associate Professor of History. (2002)

Julian P. Diaz, B.S. (Escuela Superior Politécnia del Litoral–Ecuador), M.S. (Universitat Pompeu Fabra–Spain), M.A., Ph.D. (Minnesota), Assistant Professor of Economics. *(On leave of absence for the academic year.)* (2006)

Sara A. Dickey, B.A. (Washington), M.A., Ph.D. (California–San Diego), Professor of Anthropology. *(On leave of absence for the spring semester.)* (1988)

Patsy S. Dickinson, A.B. (Pomona), M.S., Ph.D. (Washington), Josiah Little Professor of Natural Sciences. (1983)

Linda J. Docherty, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. (1986)

Charles Dorn, B.A. (George Washington), M.A., (Stanford), Ph.D. (California–Berkeley), Associate Professor of Education. (2003)

Danielle H. Dube, B.A. (Cornell), Ph.D. (California–Berkeley), Assistant Professor of Chemistry and Biochemistry. (2007)

Oscar Duncan, B.S., M.Ed. (Idaho), Coach in the Department of Athletics. (2007)

Mary Agnes Edsall, B.A., M.A., Ph.D. (Columbia), Assistant Professor of English. (2003)

Keona Katrice Ervin, B.A. (Duke), M.A., Ph.D. (Washington–St. Louis), Consortium for Faculty Diversity Postdoctoral Fellow and Lecturer in History and Gender and Women's Studies. (2009)

Gustavo Faverón-Patriau, B.A., Lic. (Pontificia Universidad Católica del Perú), M.A., Ph.D. (Cornell), Assistant Professor of Romance Languages. (2005)

Stephen T. Fisk, A.B. (California–Berkeley), A.M., Ph.D. (Harvard), Professor of Mathematics. (1977)

John M. Fitzgerald, A.B. (Montana), M.S., Ph.D. (Wisconsin), William D. Shipman Professor of Economics. (1983)

Pamela M. Fletcher, A.B. (Bowdoin), M.A., Ph.D. (Columbia), Associate Professor of Art History. (2001)

P. Gabrielle Forman, B.A. (Amherst), Ph.D. (California–Berkeley), Distinguished Visiting Professor of Africana Studies. *(Fall semester.)* (2008)

Tomas Fortson, Coach in the Department of Athletics. (2000)

Guy Mark Foster, B.A. (Wheaton), M.A., Ph.D. (Brown), Assistant Professor of English. *(On leave of absence for the academic year.)* (2006)

Paul N. Franco, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Professor of Government. (1990)

Michael M. Franz, B.A. (Fairfield), M.A., Ph.D. (Wisconsin–Madison), Assistant Professor of Government. (2005)

Judy Gailen, M.F.A. equiv. (Yale School of Drama), Adjunct Lecturer in Theater. *(Fall semester.)* (2000)

Damon P. Gannon, B.A. (Brandeis), M.A. (Bridgewater State), Ph.D. (Duke), Director of the Bowdoin Scientific Station on Kent Island and Adjunct Assistant Professor of Biology. (2008)

Davida Gavioli, B.A. (Bergamo–Italy), Ph.D. (Pennsylvania State), Lecturer in Italian. (2008)

Marie Sarita Gaytán, B.A. (California–Irvine), M.A. (Massachusetts–Amherst), M.A., Ph.D. (California–Santa Cruz), Visiting Assistant Professor of Sociology. (2009)

Eric C. Gaze, B.A. (Holy Cross), M.A., Ph.D. (Massachusetts–Amherst), Director of Quantitative Reasoning. (2009)

Kristen R. Ghodsee, B.A. (California–Santa Cruz), M.A., Ph.D. (California–Berkeley), Associate Professor of Gender and Women's Studies. (2002)

Nestor Armando Gil, B.A. (New College of Florida), M.F.A. (North Carolina–Chapel Hill), Consortium for Faculty Diversity Fellow and Lecturer in Visual Art. (2009)

Timothy J. Gilbride, A.B. (Providence), M.P. (American International), Coach in the Department of Athletics. (1985)

Jonathan P. Goldstein, A.B. (New York–Buffalo), A.M., Ph.D. (Massachusetts), Professor of Economics. (1979)

Celeste Goodridge, A.B. (George Washington), A.M. (William and Mary), Ph.D. (Rutgers), Professor of English. (1986)

David Gordon, B.A. (University of Cape Town), M.A., Ph.D. (Princeton), Associate Professor of History. (2005)

Meggan Gould, B.A. (North Carolina–Chapel Hill), M.F.A. (Massachusetts–Dartmouth), Visiting Assistant Professor of Art. (2006)

Robert K. Greenlee, B.M., M.M. (Oklahoma), D.M. (Indiana), Professor of Music. (1982)

Elizabeth Grote, B.S. (Vermont), M.S. (New Hampshire), Coach in the Department of Athletics. (2002)

Valérie Guillet, M.A. (Université Jean Moulin), M.A. (SUNY–Binghamton), Adjunct Lecturer in French. *(Fall semester.)* (2007)

David Hecht, B.A. (Brandeis), Ph.D. (Yale), Assistant Professor of History. (2006)

Barbara S. Held, A.B. (Douglass), Ph.D. (Nebraska), Barry N. Wish Professor of Psychology and Social Studies. (1979)

Laura A. Henry, B.A. (Wellesley), M.A., Ph.D. (California–Berkeley), Assistant Professor of Government. (2004)

Guillermo Herrera, A.B. (Harvard), M.S., M.A., Ph.D. (Washington), Associate Professor of Economics. (2000)

K. Page Herrlinger, B.A. (Yale), M.A., Ph.D. (California–Berkeley), Associate Professor of History. *(On leave of absence for the academic year.)* (1997)

James A. Higginbotham, B.S., A.M., Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics on the Henry Johnson Professorship Fund, Associate Curator for the Ancient Collection, Associate Dean for Academic Affairs, and Associate Affirmative Action Officer. (1994)

John C. Holt, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Litt.D. (University of Peradeniya), William R. Kenan Jr. Professor of the Humanities in Religion and Asian Studies. (1978)

Sree Padma Holt, B.A., M.A., Ph.D. (Andhra University), Lecturer in Asian Studies *(fall semester)* and Administrative Director of the ISLE Program. (2003)

Russell J. Hopley, B.A. (Northwestern), M.A. (Stanford), M.A. (Loyola), Ph.D. (Princeton), Lecturer in Arabic. (2008)

Hadley Wilson Horch, B.A. (Swarthmore), Ph.D. (Duke), Assistant Professor of Biology and Neuroscience. (2001)

Asuka Hosaka, B.A., M.A. (Obirin, Japan), Lecturer in Japanese Language. (2008)

Mary Hunter, B.A. (Sussex), M.A., Ph.D. (Cornell), A. LeRoy Greason Professor of Music. (1997)

George S. Isaacson, A.B. (Bowdoin), J.D. (Pennsylvania), Adjunct Lecturer in Government. *(Fall semester.)* (1996)

William R. Jackman, B.S. (Washington–Seattle), Ph.D. (Oregon), Assistant Professor of Biology. (2007)

Nancy E. Jennings, B.A. (Macalester), M.S. (Illinois–Urbana-Champaign), Ph.D. (Michigan State), Associate Professor of Education. *(On leave of absence for the academic year.)* (1994)

Xiaoke Jia, B.A. (Henan), M.A. (Beijing Normal), Lecturer in Chinese Language. (2008)

DeWitt John, B.A. (Harvard), M.A., Ph.D. (Chicago), Thomas F. Shannon Distinguished Lecturer in Environmental Studies. (2000)

Amy S. Johnson, B.A. (California–Los Angeles), Ph.D. (California–Berkeley), James R. and Helen Lee Billingsley Professor of Marine Biology. (1989)

Eileen Sylvan Johnson, B.S. (Cornell), M.A. (Massachusetts–Amherst), Adjunct Lecturer in Environmental Studies *(fall semester)* and Program Manager. (2007)

Jessica Marie Johnson, B.A. (Washington–St. Louis), Consortium for Faculty Diversity Pre-Dissertation Fellow and Lecturer in Africana Studies. (2009)

Gwyneth Jones, Senior Lecturer in Dance Performance. (1987)

Cristle Collins Judd, B.M., M.M. (Rice), M.Mus., Ph.D. (London), Professor of Music and Dean for Academic Affairs. (2006)

Lindsay Kaplan, B.A. (Barnard), M.A. (Columbia University–Paris), Adjunct Lecturer in French. (2009)

Susan A. Kaplan, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Associate Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. (1985)

B. Zorina Khan, B.Sc. (University of Surrey), M.A. (McMaster University), Ph.D. (California–Los Angeles), Associate Professor of Economics. (1996)

Ann L. Kibbie, B.A. (Boston), Ph.D. (California–Berkeley), Associate Professor of English. (1989)

Noah Kieserman, B.A. (Dartmouth), M.A., Ph.D. (Wisconsin–Madison), Postdoctoral Fellow in Mathematics. (2009)

Abigail Killeen, B.F.A. (New York University–Tisch School), M.F.A. (Brandeis), Lecturer in Acting. (2008)

Angus S. King, A.B. (Dartmouth), L.L.B. (Virginia), Distinguished Lecturer. (2004)

Michael King, B.A. (Yale), M.S., Ph.D. (Brown), Visiting Assistant Professor of Mathematics. (2009)

Aaron W. Kitch, B.A. (Yale), M.A. (Colorado–Boulder), Ph.D. (Chicago), Associate Professor of English. (2002)

Matthew W. Klingle, B.A. (California–Berkeley), M.A., Ph.D. (Washington), Associate Professor of History and Environmental Studies. (2001)

Jane E. Knox-Voina, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas–Austin), Professor of Russian. (1976)

Amer Kobaslija, B.F.A. (Ringling), M.F.A. (Montclair State), Visiting Assistant Professor of Art. (2009)

Bruce D. Kohorn, B.A. (Vermont), M.S., Ph.D. (Yale), Professor of Biology and Biochemistry. (2001)

Michael Kolster, B.A. (Williams), M.F.A. (Massachusetts College of Art), Associate Professor of Art. (2000)

Belinda Kong, B.A. (William and Mary), M.A., Ph.D. (Michigan–Ann Arbor), Assistant Professor of Asian Studies and English. (2005)

Jennifer Clarke Kosak, A.B. (Harvard–Radcliffe), Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics. (1999)

Jennifer Krumper, A.B. (Bowdoin), Ph.D. (California–Berkeley), Visiting Assistant Professor of Chemistry. (2009)

Edward P. Laine, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Geology. (1985)

Henry C. W. Laurence, B.A. (Oxford), Ph.D. (Harvard), Associate Professor of Government and Asian Studies. (1997)

Peter D. Lea, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado–Boulder), Associate Professor of Geology. (1988)

De-nin Deanna Lee, B.A. (California–Berkeley), M.A. (Williams), Ph.D. (Stanford), Assistant Professor of Art History and Asian Studies. (2003)

Diane W. Lee, A.S. (Long Beach City College), B.A. (California State), Ph.D. (California–Berkeley), Coastal Studies Center Scholar and Adjunct Lecturer in Psychology. *(Fall semester.)* (2009)

Joon-Suk Lee, Diplom (Universität Karlsruhe), M.A. (Michigan–Ann Arbor), Ph.D. (North Carolina–Chapel Hill), Assistant Professor of Economics. (2005)

Adam B. Levy, B.A. (Williams), Ph.D. (Washington), Professor of Mathematics. (1994)

Yan Li, B.A. (Huanggang Normal College), M.A. (Beijing Normal), Lecturer in Chinese Language. (2009)

John Lichter, B.S. (Northern Illinois), Ph.D. (Minnesota), Associate Professor of Biology and Environmental Studies. (2000)

Karen U. Lindo, B.S. (Maryland), M.A. (New York University), Ph.D. (California–Los Angeles), Visiting Assistant Professor of Romance Languages. (2007)

Barry A. Logan, B.A. (Cornell), Ph.D. (Colorado), Associate Professor of Biology. *(On leave of absence for the spring semester.)* (1998)

Suzanne B. Lovett, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology. (1990)

Scott MacEachern, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Professor of Anthropology. (1995)

Stephen M. Majercik, A.B. (Harvard), M.F.A., M.B.A (Yale), M.S. (Southern Maine), Ph.D. (Duke), Associate Professor of Computer Science. (2000)

Janet M. Martin, A.B. (Marquette), M.A., Ph.D. (Ohio State), Professor of Government. (1986)

Frank Mauceri, B.A., B.M. (Oberlin), M.M., D.M.A. (Illinois–Urbana-Champaign), Lecturer in Music. (2003)

Anne E. McBride, B.S. (Yale), M.Phil. (Cambridge), Ph.D. (Colorado–Boulder), Associate Professor of Biology and Biochemistry. (2001)

Thomas E. McCabe Jr., B.S., M.S. (Springfield College), Coach in the Department of Athletics. (1990)

James W. McCalla, B.A., B.M. (Kansas), M.M. (New England Conservatory), Ph.D. (California–Berkeley), Associate Professor of Music. (1985)

Craig A. McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Daniel B. Fayerweather Professor of Political Economy and Sociology and Senior Faculty Fellow in the Joseph McKeen Center for the Common Good. (1975)

Sarah F. McMahon, A.B. (Wellesley), Ph.D. (Brandeis), Associate Professor of History. (1982)

Terry Meagher, A.B. (Boston), M.S. (Illinois State), Associate Director of Athletics and Sidney J. Watson Coach of Men's Ice Hockey. (1983)

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James Mullen, B.F.A. (New Hampshire), M.F.A. (Indiana), Associate Professor of Art. (1999)

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ADMISSIONS

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Timothy W. Foster, A.B. (Dartmouth), M.A. (North Carolina–Chapel Hill), Dean of Student Affairs.

Meadow Davis, B.A. (Trinity), M.A. (Maryland), Special Assistant to the Dean of Student Affairs.

Margaret Hazlett, A.B. (Princeton), M.Ed. (Harvard), Senior Associate Dean of Student Affairs.

Laura Kim Lee, B.A. (Oberlin), M.A., Ph.D. (California–Los Angeles), Assistant Dean of Student Affairs/International Student Advisor.

Beth Levesque, Administrative Assistant/Office Manager.

Lesley P. Levy, B. A. (Pomona), M.Ed. (Harvard), Assistant Dean of Student Affairs.

Janet K. Lohmann, B.A., M.A. (Lehigh), Ph.D. (Massachusetts), Dean of First-Year Students.

MaryBeth Mathews, B.S., M.S. (Southern Maine), Assistant Dean of First-Year Students.

Eric Morin, A.B. (Bowdoin), M.S. (Drexel), Assistant Dean of Student Affairs.

Wil Smith, A.B. (Bowdoin), J.D. (Maine), Associate Dean of Multicultural Student Programs.

Denise A. Trimmer, B.S. (Kansas State), M.B.A. (Southern New Hampshire), Executive Assistant to the Dean of Student Affairs.

STUDENT AID

Stephen H. Joyce, B.A. (Williams), Ed.M. (Harvard), Director of Student Aid.

Kevin Johnson, B.A. (Boston College), M.F.A. (Notre Dame), Manager of Student Employment.

Gary Weaver, B.A. (Colby), M.A., M.B.A. (New Hampshire), C.F.P., Associate Director of Student Aid.

STUDENT LIFE AND DAVID SAUL SMITH UNION

Allen W. Delong, B.S. (Maine–Orono), M.Ed. (Vermont), Ph.D. (Ohio State), Director of Student Life and the David Saul Smith Union.

Megan Brunmier, A.B. (Bowdoin), Program Advisor.

Christine E. Drasba, B.A., M.Ed. (Bucknell), Program Advisor.

TREASURER'S OFFICE

S. Catherine Longley, A.B. (Bowdoin), J.D. (Suffolk), Senior Vice President for Finance and Administration & Treasurer.

Nancy Osher Blumberg, B.A. (Wellesley), M.B.A. (Stanford), Special Projects Analyst.

Amy Dionne, B.A. (Franklin Pierce), Executive Assistant.

Susan W. Dye, B.A. (Bates), Property Manager.

Megan A. Hart, B.A. (Middlebury), J.D. (Maine), Assistant to the Treasurer.

James E. Kelley, B.S. (St. Joseph's), Procurement and Risk Manager.

Richard D. Lord, B.A. (Maine), Senior Budget Analyst.

Delwin C. Wilson III, A.B. (Bowdoin), Director of Finance and Campus Services.

UPWARD BOUND

Bridget D. Mullen, B.A., M. Phil. (College of the Atlantic), Director.

Judith Ebert, A.A. (Katharine Gibbs), Administrative Manager.

Virginia J. Fowles Ward, B.A. (Colby), M.S.W. (Smith), Academic Counselor/Coordinator of Program Services.

WOMEN'S RESOURCE CENTER

Kate Stern, B.A. (Bennington), Ed.M. (Harvard), Interim Director.

OFFICERS OF ADMINISTRATION EMERITI

Martha J. Adams, Assistant Director of Alumni Relations Emerita.

Kent John Chabotar, B.A. (St. Francis), M.P.A., Ph.D. (Syracuse), Vice President for Finance and Administration and Treasurer Emeritus.

Robert Melvin Cross, A.B. (Bowdoin), A.M. (Harvard), L.H.D. (Bowdoin), Secretary of the College Emeritus.

Myron Whipple Curtis, A.B. (Bowdoin), A.M. (California–Los Angeles), Director of the Computing Center Emeritus.

Margaret Edison Dunlop, A.B. (Wellesley), Associate Director of Admissions Emerita.

Robert H. Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton, Colby), President of the College Emeritus.

James Packard Granger, B.S. (Boston University), C.P.A., Controller Emeritus.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D.Litt. (Wesleyan), L.H.D. (Colby), L.H.D. (Bowdoin), L.H.D. (Bates), President of the College and Professor of English Emeritus. (1952)

Dianne Molin Gutscher, B.S. (Pratt Institute), C.A. (Academy of Certified Archivists), Associate Curator for Special Collections Emerita.

Orman Hines, Dining Service Purchasing Manager Emeritus.

Helen Buffum Johnson, Registrar Emerita.

Pamalee J. Labbe, Administrative Assistant in the Department of Chemistry Emerita.

John Bright Ladley, B.S. (Pittsburgh), M.L.S. (Carnegie Institute of Technology), Public Services Librarian Emeritus.

Elizabeth Kilbride Littlefield, Administrative Assistant to the Dean for Academic Affairs Emerita.

Betty Mathieson Massé, Assistant to the Treasurer Emerita.

Betty Andrews McNary, Assistant Director of Annual Giving Emerita.

Arthur Monke, A.B. (Gustavus Adolphus), M.S. in L.S. (Columbia), Librarian Emeritus.

Walter Henry Moulton, A.B. (Bowdoin), Director of Student Aid Emeritus.

Ann Semansco Pierson, A.B. (Bowdoin), Director of Programs in Teaching and Coordinator of Volunteer Services Emerita.

Judith Coffin Reindl, Administrative Assistant to the Vice President of Finance and Administration Emerita.

Donna Glee Sciascia, A.B. (Emporia), M.A. in L.S. (Denver), Principal Cataloger Emerita.

Richard E. Steele, A.B. (Harvard), M.A. (Vermont), Ph.D. (Wisconsin–Madison), Dean of Admissions and Financial Aid Emeritus.

Lucie G. Teegarden, A.B. (College of New Rochelle), A.M. (Yale), Director of Publications Emerita.

Harry K. Warren, A.B. (Pennsylvania), Director of the Moulton Union, Director of Career Counseling, and Secretary of the College Emeritus.

Katharine J. Watson, A.B. (Duke), A.M., Ph.D. (Pennsylvania), Director of the Bowdoin College Museum of Art Emerita.

Barbara MacPhee Wyman, Supervisor of the Service Bureau Emerita.

Alice F. Yanok, Administrative Assistant to the Dean of the College Emerita.

Committees of the College

2009–2010 COMMITTEES OF THE TRUSTEES

Academic Affairs: Gregory E. Kerr, *Chair*; Ronald C. Brady, Jeff D. Emerson, Marc B. Garnick, Dennis J. Hutchinson, Lisa A. McElaney, John S. Osterweis, Jane L. Pinchin, Alan R. Titus, Paula M. Wardynski; Barry Mills, *ex officio*; Henry C. W. Laurence, *faculty*; Bryce A. Spalding '10; Taylor E. Johnson '11, *alternate*; Cristle Collins Judd, *liaison officer*.

Admissions and Financial Aid: Gerald C. Chertavian, *Chair*; Deborah Jensen Barker, Marijane L. Benner Browne, William E. Chapman II, Dennis J. Hutchinson, Lisa A. McElaney, Henry T. A. Moniz, Tamara A. Nikuradse, John S. Osterweis, Abigail Marr Psyhogeos, H. Allen Ryan, Paula M. Wardynski; Barry Mills, *ex officio*; Lawrence H. Simon, *faculty*; Oliver H. Kell '10; Alexander N. Porter '12, *alternate*; Scott A. Meiklejohn, *liaison officer*.

Audit Committee: D. Ellen Shuman, *Chair*; Marc B. Garnick, Ann H. Kenyon, John F. McQuillan, Henry T. A. Moniz, Sheldon M. Stone; S. Catherine Longley, *liaison officer*; Matthew P. Orlando, *staff*.

Development and College Relations: David G. Brown, *Chair*; Deborah Jensen Barker, Michael S. Cary, William E. Chapman II, Gerald C. Chertavian, Leonard W. Cotton, Karen T. Hughes, William S. Janes, Michael P. Lazarus, H. Allen Ryan, Alan R. Titus, David P. Wheeler; Barry Mills, *ex officio*; Arielle Saiber, *faculty*; Gail A. Berson, *alumni*; Katelyn E. Gundersen '10; Nicholas J. Daniels '12, *alternate*; William A. Torrey, *liaison officer*.

Subcommittee on Gift Planning: Alan R. Titus, *Chair*; David G. Brown, Marijane L. Benner Browne, Leonard W. Cotton, Marc B. Garnick, Donald R. Kurtz*, James W. MacAllen, H. Allen Ryan; William A. Torrey, *liaison officer*; Stephen P. Hyde, *staff*.

Executive: Peter M. Small, *Chair*; Michele G. Cyr, *Vice Chair*; Barry Mills, *President*; David G. Brown, Gerald C. Chertavian, Jeff D. Emerson, Gregory E. Kerr, James W. MacAllen, John F. McQuillan, Scott B. Perper, D. Ellen Shuman; *Subcommittee chairs invited*: John A. Gibbons Jr., Tamara A. Nikuradse, John J. Studzinski, Alan R. Titus; *Representatives*: Gail A. Berson, *alumni*; Stephen G. Naculich, *faculty*; Michael S. Dooley '10; Scott W. Hood, *secretary*; William A. Torrey, *liaison officer*.

Facilities and Properties: Scott B. Perper, *Chair*; Leonard W. Cotton, Marc B. Garnick, John A. Gibbons Jr., Bradford A. Hunter, Gregory E. Kerr, John F. McQuillan, Linda H. Roth, Geoffrey C. Rusack, Joan Benoit Samuelson, David P. Wheeler; Barry Mills, *ex officio*; Stephen J. Meardon, *faculty*; Isa Abney '11; Thomas I. Humphreys II '12, *alternate*; S. Catherine Longley, *liaison officer*.

The President of the College is an ex officio member of all standing committees, except the Audit Committee.

**Emeritus status.*

Financial Planning: Jeff D. Emerson, *Chair*; William E. Chapman II, John A. Gibbons Jr., Stephen F. Gormley, Bradford A. Hunter, Ann H. Kenyon, Scott B. Perper, Abigail Marr Psyhogeos, D. Ellen Shuman, Paula M. Wardynski, Robert F. White; Barry Mills, *ex officio*; Ann L. Kibbie, *faculty*; John T. Scannell Jr. '10; S. Catherine Longley, *liaison officer*; Delwin C. Wilson, *staff.*

Investment: James W. MacAllen, *Chair*; Stanley F. Druckenmiller*, Stephen F. Gormley, D. Ellen Shuman, James E. Staley, Sheldon M. Stone, Frederick G. P. Thorne*, Robert F. White; Barry Mills, *ex officio*; Edward S. Hyman P'10, *parent*; Thomas Pietraho, *faculty*; Paula Volent, *liaison officer.*

Special Committee on Multicultural Affairs: Tamara A. Nikuradse, *Chair*; Marijane L. Benner Browne, Michele G. Cyr, Alvin D. Hall, Gregory E. Kerr, John S. Osterweis, Jane L. Pinchin; Barry Mills, *ex officio*; Susan L. Tananbaum, *faculty*; Nicholas Tom '10; Carlos C. Rios '12, *alternate*; H. Roy Partridge Jr., *liaison officer.*

Student Affairs: John F. McQuillan, *Chair*; Ronald C. Brady, Tracy J. Burlock, Michael S. Cary, Gerald C. Chertavian, Karen T. Hughes, Michael P. Lazarus, Geoffrey C. Rusack, Joan Benoit Samuelson, Sheldon M. Stone, John J. Studzinski; Barry Mills, *ex officio*; Katherine L. Dauge-Roth, *faculty*; Addison L. Boyland '10; Timothy W. Foster, *liaison officer.*

Committee on Trustees: Michele G. Cyr, *Chair*; Deborah Jensen Barker, David G. Brown, Tracy J. Burlock, Stephen F. Gormley, Tamara A. Nikuradse, H. Allen Ryan, James E. Staley, David P. Wheeler; Barry Mills, *ex officio*; William A. Torrey, *liaison officer*; Elizabeth D. Orlic, *staff.*

Subcommittee on Honors: John J. Studzinski, *Chair*; Michael S. Cary, Alvin D. Hall, Karen T. Hughes, William S. Janes, Michael P. Lazarus; Barry Mills, *ex officio*; Linda J. Docherty, *faculty*; William A. Torrey, *liaison officer*; John R. Cross, Amy J. Minton, *staff.*

Additional Service:

Museum of Art Executive Advisory Council: Kevin Salatino, *Chair*; David P. Becker*, Michele G. Cyr, Alvin D. Hall, Lisa A. McElaney, Jane L. Pinchin, Linda H. Roth; Aaron W. Kitch, Birgit Tautz, *faculty*; Margaret S. Crosland '10; Stephen A. Shennan '12, *alternate*; Cristle Collins Judd, Pamela M. Fletcher, James J. Mullen, *ex officio.*

Gift Acceptance Committee: William A. Torrey, *Chair*; David G. Brown, Jeff D. Emerson, Alan R. Titus, S. Catherine Longely, Paula J. Volent, Matthew P. Orlando, Stephen P. Hyde, Elizabeth D. Orlic, Randolph H. Shaw.

Information Technology Advisory Committee: John A. Gibbons Jr., *Chair*; Jeff D. Emerson, Abigail Marr Psyhogeos; Thomas D. Conlan, *faculty*; Sean M. Marsh, *alumni council*; Christopher B. Tucker '12; Mitchel W. Davis, *liaison officer.*

Trustee Liaisons to the Climate Commitment Advisory Committee: Leonard W. Cotton, Joan Benoit Samuelson.

Trustee Liaison to the President's Visiting Committee: Michele G. Cyr.

Trustee Liaisons to the Young Alumni Leadership Program (YALP): Jeff D. Emerson, Bradford A. Hunter, Joan Benoit Samuelson.

Secretary of the College: William A. Torrey
Secretary of the Trustees: Heather T. K. Hietala
Assistant Secretary of the Trustees: David R. Treadwell
College Counsel: Keith C. Jones

EMERITI

David P. Becker	Museum of Art Executive Advisory Council
Stanley F. Druckenmiller	Honorary *Chair*, Investment
Donald R. Kurtz	Subcommittee on Gift Planning
Frederick G. P. Thorne	Honorary *Chair*, Investment

ALUMNI COUNCIL REPRESENTATIVES

Development and College Relations	Gail A. Berson
Executive Committee	Gail A. Berson
Board of Trustees	Gail A. Berson

FACULTY REPRESENTATIVES

Academic Affairs	Henry C. W. Laurence
Admissions and Financial Aid	Lawrence H. Simon
Development and College Relations	Arielle Saiber
Executive Committee	Stephen G. Naculich
Facilities and Properties	Stephen J. Meardon
Financial Planning	Ann L. Kibbie
Investment	Thomas Pietraho
Special Committee on Multicultural Affairs	Susan L. Tananbaum
Student Affairs	Katherine L. Dauge-Roth
Subcommittee on Honors	Linda J. Docherty
Board of Trustees	Laura A. Henry, Stephen G. Naculich

STUDENT REPRESENTATIVES

Academic Affairs	Bryce A. Spalding '10, Taylor E. Johnson '11 *(alternate)*
Admissions and Financial Aid	Oliver H. Kell '10, Alexander N. Porter '12 *(alternate)*
Development and College Relations	Katelyn E. Gundersen '10, Nicholas J. Daniels '12 *(alternate)*
Executive Committee	Michael S. Dooley '10
Facilities and Properties	Isa I. Abney '11, Thomas I. Humphreys II '12 *(alternate)*
Financial Planning	John T. Scannell Jr. '10
Special Committee on Multicultural Affairs	Nicholas Tom '10, Carlos C. Rios '12 *(alternate)*
Student Affairs	Addison L. Boyland '10
Board of Trustees	Michael S. Dooley '10, Anirudh Sreekrishnan '12

FACULTY COMMITTEES FOR 2009–10

Scott R. Sehon, *Faculty Parliamentarian*
Ann L. Kibbie, *Faculty Moderator*
Jeanne L. Bamforth, *Clerk of the Faculty*

FACULTY GOVERNANCE COMMITTEES

[Note: Numbers in parentheses indicate the year in which the current term ends.]

Committee on Appointments, Promotion, and Tenure (CAPT)

Dale A. Syphers (10), *Chair* (fall); Paul N. Franco (11), *Chair* (spring); Steven R. Cerf (12), Guillermo Herrera (11), Dharni Vasudevan (10). *Ex officio*: the Dean for Academic Affairs (Cristle Collins Judd).

Committee on Governance and Faculty Affairs (GFA)

Scott MacEachern (10), *Chair*; Connie Y. Chiang (11), Laura A. Henry (10), Ann L. Kibbie (11), Anne E. McBride (11), Stephen G. Naculich (12). *Ex officio*: the Dean for Academic Affairs (Cristle Collins Judd); the President (Barry Mills).

CURRICULAR COMMITTEES

Curriculum and Educational Policy Committee (CEP)

Eric L. Chown (12), Dallas G. Denery (11), Mary Agnes Edsall (11), Henry C. W. Laurence (12), Joon-Suk Lee (11), Laura Voss (10). *Undergraduates*: Bryce Spalding '10, Taylor Johnson '11. *Alternate*: Kathryn Woo '12. *Ex officio*: the Dean for Academic Affairs (Cristle Collins Judd), *Chair*; the Associate Dean for Academic Affairs (James A. Higginbotham); the Vice President for Institutional Research and Assessment (Rebecca Brodigan); the President (Barry Mills).

Curriculum Implementation Committee (CIC)

Ericka Albaugh (11), Elena M. Cueto-Asín (11), B. Zorina Khan (12), John Lichter (10), Vineet Shende (12), Elizabeth A. Stemmler (11). *Undergraduates*: Elaine Tsai '10, Derek Brooks '12. *Alternate*: Leah Wang '12. *Ex officio*: the Associate Dean for Academic Affairs (James A. Higginbotham), *Chair*; the Registrar (Christine B. Cote); the Director of Off-Campus Study (Stephen A. Hall); the First-Year Seminar Director (David K. Hecht).

Recording Committee

Louisa M. Slowiaczek (11), *Chair*; Sarah O'Brien Conly (12), Carey R. Phillips (12). *Undergraduates*: Wilson Taylor '11, Rebecca Schouvieller '10. *Alternate*: Emma Nathaniel '12. *Ex officio*: *Ex officio*: the Associate Dean for Academic Affairs (James A. Higginbotham); the Faculty Liaison for Advising (Suzanne B. Lovett); the Registrar (Christine B. Cote); the Senior Associate Dean for Student Affairs (Margaret Hazlett).

RESOURCES COMMITTEES

Faculty Development Committee (FDC)

Elizabeth A. Pritchard (10), *Chair*; Rachel Ex Connelly (11), Danielle Dube (10), David M. Gordon (12), Belinda W. Kong (12), Peter D. Lea (11), Davis R. Robinson (12). *Undergraduates*: Billy Rohman '11, Lilly Rudd '12. *Ex officio*: the Associate Dean for Faculty Development (William C. VanderWolk). Representatives from the Center for Learning and Teaching, Information Technology, the Library, Student Affairs, and Student Fellowships and Research to be invited as needed.

Lectures and Concerts

Mary Lou Zeeman (12), *Chair* (fall); Bruce D. Kohorn (11), Michael J. Kolster (10), Dhiraj Murthy (12), Stephen G. Perkinson (12), Director of Student Life and the Smith Union (Allen W. Delong). *Undergraduates*: Willy Hameline '10, Elizabeth Lee '10. *Ex officio*: the Director of Residential Life (Mary Pat McMahon), the Director of Events and Summer Programs (Tony Sprague), the Director of Stewardship Programs and Associate Director of Capital Giving (Heather T. K. Hietala), the Director of Academic Budgets and Operations (Ann C. Ostwald).

Student Fellowships and Research Committee (SFR)

External Fellowships Subcommittee

DeWitt John (11), *Subcommittee Chair*; De-nin Lee (10), Genevieve LeMoine (10), Robert G. Morrison (12), Jennifer Taback (11). *Ex officio*: the Associate Dean for Academic Affairs (James A. Higginbotham), the Director of Student Fellowships and Research (Cindy Stocks), an Assistant or Associate Dean of Students, as needed.

Internal Fellowships Subcommittee

Jeffrey K. Nagle (11), *Subcommittee Chair*; Jack Bateman (12), Barbara Weiden Boyd (12), Joan Campbell (11), Michael M. Franz (12). *Ex officio*: the Associate Dean for Academic Affairs (James A. Higginbotham), the Director of Student Fellowships and Research (Cindy Stocks), an Assistant or Associate Dean of Students.

APPEALS, GRIEVANCES, AND MISCONDUCT COMMITTEES

Faculty Appeals and Grievances

Mark O. Battle (10), Aviva Briefel (10), Tess Chakkalakal (12), Shelley Mary Deane (12), Adam B. Levy (10), Allen Wells (12).

Judicial Board and Student Sexual Assault and Misconduct Board

Paola Boel (12), Ronald L. Christensen (11), Adam B. Levy (10), Marilyn Reizbaum (10). *Undergraduates*: Addison Boyland '10, Mikyo Butler '10, Matthew Carpenter '10, Edward Gottfried '11, Megumi Ishizuka '12, Sophie Kelmenson '11, Lonnie Nunley '12, Katharine Ransohoff '11, Sarah Richards '10, R. J. Shea '12, Rachel Turkel '11, Jessica Weaver '10. *Ex officio*: the Dean of Student Affairs (Tim Foster).

Student Appeals and Grievances

Amy S. Johnson (11), Rosemary A. Roberts (10), Paul Sarvis (11), Paul E. Schaffner (10). *Undergraduates*: Joseph Babler '10, Mike Dooley '10, Kevin Raymond '11, Anirudh

Sreekrishnan '12. *Alternate*: Jessica Laplante '12. *Ex officio*: the President (Barry Mills), *Chair*; the Senior Associate Dean of Student Affairs (Margaret L. Hazlett), the Dean for Academic Affairs (Cristle Collins Judd, for grievance cases).

OVERSIGHT: COLLEGE LIFE COMMITTEES

Benefits Advisory

The Senior Vice President for Finance and Administration & Treasurer (S. Catherine Longley), *Chair*; Jeanne L. Bamforth (10), Stephen Cole (10), Celeste Goodrich (12), Martha Janeway (10), Leslie Nuccio (10), Adriana M. Palacio (10). *Ex officio*: the Director of Human Resources (Tamara D. Spoerri), the Assistant Director of Human Resources (Mary E. Demers).

Bias Incident Group

The President (Barry Mills), *Chair*; Nadia Celis (10), John C. Holt (12). *Undergraduates*: Justin Nowell '12, Tarara Deane-Krantz '12. *Ex officio*: the Dean of Student Affairs (Timothy W. Foster), an Assistant Dean of Student Affairs, the Director of Safety and Security (Randall T. Nichols), the Director of the Counseling Service (Bernie Hershberger), the Vice President for Communications and Public Affairs (Scott W. Hood), the Assistant to the President (Scott A. Meiklejohn), the Special Assistant to the President for Multicultural Affairs (H. Roy Partridge Jr.), the Director of the Resource Center for Sexual and Gender Diversity (Kate Stern).

Oversight Committee on Gender and Sexuality Issues

Faculty: Enrique Yepes (11), *Chair*; Rosemary Armstrong (10), Julie Bedard (12), Jan Brunson (11), Selby V. Frame (10), Hanétha Vété-Congolo (12), TBD. *Undergraduates*: Mira Nair '12, Rasha Harvey '12. *Ex officio*: the Director of the Resource Center for Sexual and Gender Diversity (Kate Stern), the Director of the Women's Resource Center, the Director of Human Resources (Tama Spoerri).

Library

Sarah F. McMahon (11), *Chair*; Janet M. Martin (12), Robert Soback (10). *Undergraduates*: Jack Hilzinger '12, Jung Gun Song '11. *Ex officio*: the College Librarian (Sherrie S. Bergman), an Information Technology representative.

Oversight Committee on Multicultural Affairs

Susan L. Tananbaum (12), *Chair*; Emily Briley (10), Gustavo Faveron-Patriau (12), Bernie Hershberger (10), Elizabeth M. Mengesha (12), Laura Toma (10), TBD. *Undergraduates*: Carlos Rios '12, Nicholas Tom '10. *Ex officio*: the Dean for Academic Affairs (Cristle Collins Judd), the Dean of Student Affairs (Tim Foster), the Director of Human Resources (Tama Spoerri), the Associate Dean for Academic Affairs (James A. Higginbotham), the Associate Dean for Multicultural Student Programs (Wil Smith), the Special Assistant to the President for Multicultural Affairs (H. Roy Partridge Jr.).

Museum of Art Executive Advisory Council

Director of the Museum of Art (Kevin Salatino), *Chair*; Aaron W. Kitch (12), Birgit Tautz (11). *Undergraduate*: Margaret Crosland '10. *Alternate*: Steve Shennan '12. *Trustees*: David P. Becker*, Michele G. Cyr, Alvin D. Hall, Lisa A. McElaney, Jane L. Pinchin, Linda H. Roth. *Ex officio*: the Dean for Academic Affairs (Cristle Collins Judd), the Director of the Art History Program (Pamela Fletcher), the Director of the Visual Arts Program (James J. Mullen).

OVERSIGHT: RESEARCH AND SAFETY ISSUES

Chemical Hygiene

Meggan Gould (11) (Art), Mark O. Battle (10) (Physics, Environmental Studies), the Science Center Manager (Rene L. Bernier), Steven T. Bunn (Arctic Museum), the Director of Biology Laboratories (Pamela J. Bryer), Kenneth A. Dennison (Physics), Kyle A. Downs (Art), the Director of the Chemistry Laboratories (Judith C. Foster), Joanne Urquhart (Geology). *Ex officio*: the Manager of Environmental Health and Safety (Mark J. Fisher).

Radiation Safety

Ronald L. Christensen (10), the Director of Chemistry Laboratories (Judith C. Foster), Hadley Wilson Horch (12), Jennifer Krumper (10), Peter D. Lea (10), Madeleine E. Msall (11). *Ex officio*: the Manager of Environmental Health and Safety (Mark J. Fisher).

Research Oversight

Kristen R. Ghodsee (10), Seth J. Ramus (10), *Co-Chairs*; Sara A. Dickey (11), William Jackman (11), Scott R. Sehon (12). *Ex officio*: Anne Del Borgo, D.V.M., the Associate Dean for Academic Affairs (James A. Higginbotham), Herbert Paris; Ray S. Youmans, D.V.M., *alternate*.

2009–2010 WORKING GROUPS AS APPOINTED BY GOVERNANCE AND FACULTY AFFAIRS COMMITTEE

Working Group on Advising

Suzanne B. Lovett (10), *Chair*; Rachel J. Beane (10), Charles Dorn (10), Karen A. Topp (10).

Working Group on Faculty Diversity

Mary K. Hunter (10), *Chair*; Susan E. Bell (10), Philip Camill (10), John M. Fitzgerald (10), Madeleine E. Msall (10), Olufemi Vaughan (10).

INTERDISCIPLINARY STUDIES PROGRAM COMMITTEES

Africana Studies

Olufemi Vaughan, *Chair*; Ericka A. Albaugh, Judith Casselberry, Tess Chakkalakal, Peter Coviello, Guy Mark Foster, David Gordon, Scott MacEachern, James W. McCalla, Elizabeth Muther, H. Roy Partridge Jr., Patrick J. Rael, Jennifer Scanlon, Hanétha Vété-Congolo. *Undergraduates*: all student majors.

Asian Studies

Shu-chin Tsui, *Chair*; Thomas Conlan, Sara A. Dickey, Belinda Kong, Henry C. W. Laurence, De-nin D. Lee, Rachel L. Sturman, John C. Holt, Lawrence L. Zhang.

Biochemistry

Anne E. McBride, *Chair*; Richard D. Broene, Danielle H. Dube, Bruce D. Kohorn, Barry A. Logan (fall), Peter Woodruff.

Coastal Studies

Michael J. Kolster, *Chair*; Philip Camill III, Connie Y. Chiang, Damon P. Gannon, Guillermo E. Herrera, Amy S. Johnson, Susan A. Kaplan, Edward P. Laine, Peter D. Lea, John Lichter, Sarah F. McMahon, Collin Roesler.

Environmental Studies

Philip Camill III, *Chair*; Joe Bandy, Mark O. Battle, Connie Y. Chiang, Damon P. Gannon, Guillermo E. Herrera, DeWitt John, Amy S. Johnson, Matthew W. Klingle, Michael J. Kolster, Edward P. Laine, John Lichter, Evans M. Mwangi, Jill E. Pearlman, Collin Roesler, Conrad Schneider, Lawrence H. Simon, Allen L. Springer, David J. Vail, Dharni Vasudevan, Laura F. Voss, Nathaniel T. Wheelwright.

Gay and Lesbian Studies

Aviva J. Briefel, *Chair*; Sarah O'Brien Conly, David Collings, Peter Coviello (spring), Sara A. Dickey, Pamela M. Fletcher, Celeste Goodridge.

Gender and Women's Studies

Jennifer R. Scanlon, *Chair*; Pamela M. Fletcher, Kristen R. Ghodsee, Laura Henry, Jennifer Clarke Kosak, Sarah F. McMahon. *Ex officio*: Anne Clifford. *Undergraduates*: Emma Verrill '10, Maxime Billick '10.

Latin American Studies

Enrique Yepes, *Chair*; Nadia V. Celis, Elena Cueto-Asín, Julian P. Diaz, Gustavo Faverón-Patriau, Stephen J. Meardon, Leslie C. Shaw, John H. Turner, Hanétha Vété-Congolo, Susan E. Wegner, Allen Wells, Carolyn Wolfenzon-Niego.

Neuroscience

Patsy S. Dickinson, *Chair*; Hadley W. Horch, Bruce D. Kohorn, Samuel P. Putnam, Seth J. Ramus, Richmond R. Thompson, Mary Lou Zeeman.

GENERAL COLLEGE COMMITTEES

Bowdoin Administrative Staff Steering Committee

Allen W. Delong, *Chair*; Eileen S. Johnson, Rodie F. Lloyd, Elmer Moore, Sarah Morgan, Lisa L. Rendall, Michael J. Roux. *Ex officio*: the Director of Human Resources (Tamara D. Spoerri), the Assistant to the President (Scott A. Meiklejohn).

Campus Safety

Manager of Environmental Health and Safety (Mark J. Fisher), *Chair*; Amy J. Boyd, Timothy M. Carr, Dan P. Davies, Jan Day, Mary E. Demers, Kyle Downs, Michele Gaillard, Philip M. Hamilton, Phyllis McQuaide, Ned E. Osolin, Erica C. Ostermann, Deborah A. Puhl.

Environmental Action Team

Manager of Environmental Health and Safety (Mark J. Fisher), *Chair*; Rene L. Bernier, Kyle Downs, Michele Gaillard, DeWitt John, Sarah Morgan, Elizabeth H. Palmer, Keisha Payson, Theodore R. Stam, Jeff Tuttle.

Support Staff Advocacy Committee

Emily C. Briley, David N. Burgess, Susan A. Burtt, Michael J. Grim, Alfred L. Hipkins, Jocelyn M. Lloyd, Gail L. Stankiewicz, Susan M. Snell.

Workplace Advisors

Stephen P. Hyde, Craig A. McEwen, Leanne N. Pander, H. Roy Partridge Jr., Karen L. Schneider, Delmar D. Small, Donna M. Trout, Doris White.

TRUSTEE COMMITTEES WITH FACULTY REPRESENTATION

Representatives to the Trustees

Laura Henry (10), Stephen G. Naculich (10). *Undergraduates*: Mike Dooley '10, Anirudh Sreekrishnan '12.

Academic Affairs

Henry C. W. Laurence (10). *Undergraduate*: Bryce Spalding '12. *Alternate*: Taylor Johnson '11.

Admissions and Financial Aid

Lawrence H. Simon (10). *Undergraduate*: Oliver Kell '10. *Alternate*: Alex Porter '12.

Development and College Relations

Arielle Saiber (10). *Undergraduate*: Katie Gundersen '10. *Alternate*: Nick Daniels '12.

Representatives to the Executive Committee

Stephen G. Naculich (10). *Undergraduate*: Mike Dooley '10. *Alternate*: Anirudh Sreekrishnan '12.

Facilities and Properties

Stephen Meardon (10). *Undergraduates*: Isa Abney '11, Tommy Humphreys '12.

Financial Planning

Ann L. Kibbie (10). *Undergraduate*: John T. Scannell Jr. '10.

Information Technology Advisory Committee

Thomas Conlan (10). *Undergraduate*: Christopher Tucker '12.

Investment

Thomas Pietraho (10).

Special Committee on Multicultural Affairs

Special Assistant to the President for Multicultural Affairs (H. Roy Partridge Jr.), Susan L. Tananbaum (10). *Undergraduates*: Nicholas Tom '10, Carlos Rios '12.

Student Affairs

Katherine L. Dauge-Roth (10). *Undergraduate*: Addison Boyland '10.

Subcommittee on Honors

Linda J. Docherty (10).

Bowdoin College Alumni Council

2009–2010

Gail A. Berson, A.B. (Bowdoin), M.A. (Emerson). President. Term expires 2010.

A. Paul Berté Jr., A.B. (Bowdoin), J.D. (Columbia), M.B.A. (Columbia). Term expires 2011.

Kathleen Greene Brower, A.B. (Bowdoin). Term expires 2010.

Michael R. Brown, A.B. (Bowdoin), L.L.B. (Columbia). Term expires 2011.

Thomas A. Casarella, A.B. (Bowdoin). Term expires 2012.

Alan M. Freedman, A.B. (Bowdoin). Term expires 2012.

Douglas M. Henry, A.B. (Bowdoin), J.D. (Cornell). Term expires 2011.

Joseph M. Herlihy, A.B. (Bowdoin), M.A. (Yale), J.D. (Boston University). Term expires 2011.

Margaret E. Heymsfeld, A.B. (Bowdoin). Term expires 2011.

Romelia S. Leach, A.B. (Bowdoin), J.D. (Fordham). Term expires 2010.

Elsa J. Lee, A.B. (Bowdoin), M.D. (Utah). Term expires 2010.

Chad M. MacDermid, A.B. (Bowdoin). Term expires 2012.

Alison L. McConnell, A.B. (Bowdoin). Term expires 2012.

David T. McDowell, A.B. (Bowdoin), M.Ed. (Harvard), M.A.L.S. (Wesleyan). Term expires 2010.

Julian G. Rios, A.B. (Bowdoin). Term expires 2011.

Staci Williams Seeley, A.B. (Bowdoin), M.A.T. (Brown). President-Elect. Term expires 2012.

Bruce H. Shaw, A.B. (Bowdoin). Alumni Fund Director Liaison.

James S. Small, A.B. (Bowdoin). Term expires 2010.

Daniel B. Spears, A.B. (Bowdoin). BASIC Liaison.

Robert T. Spencer, A.B. (Bowdoin). Term expires 2012.

Melissa A. Tansey, A.B. (Bowdoin). Term expires 2010.

Widgery Thomas Jr., A.B. (Bowdoin). Term expires 2010.

Kimberly E. Thrasher, A.B. (Bowdoin). Term expires 2012.

Thomas E. Walsh Jr., A.B. (Bowdoin), M.A.L.S. (Dartmouth). Term expires 2011.

Staff Representatives:

Eric F. Toushee, A.B. (Bowdoin), A.M. (Southern Methodist), Executive Director of Alumni Relations and Annual Giving.

Rodie Lloyd, A.B. (Bowdoin), Associate Director of Alumni Relations.

William A. Torrey, A.B., M.S.Ed. (Bucknell), Senior Vice President for Planning and Development & Secretary of the College.

Faculty Representative: Paul N. Franco, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Professor of Government.

Student Representative: Sarah Richards '10.

Prizes and Distinctions

Awards listed in the Catalogue are endowed prizes and distinctions or, in a few cases, annually funded departmental or academic program awards. In addition, there are numerous fellowships, national awards, and prizes from other organizations that are given annually or frequently to students who meet the criteria for distinction. Each year, awards received by students are listed in the Commencement Program, the Sarah and James Bowdoin Day Program, or the Honors Day Program.

The Bowdoin Prize: This fund was established as a memorial to William John Curtis 1875, LL.D. 1913, by his wife and children. The prize, four-fifths of the total income not to exceed $10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 2005. The recipients in 1990 were Professors Dana W. Mayo and Samuel S. Butcher. The award was presented in 1995 to Senator George J. Mitchell '54, and in 2000 to former Secretary of Defense William S. Cohen '62. In May 2005, the Bowdoin Prize was presented to Thomas R. Pickering '53, who holds the personal rank of career ambassador, the highest designation in the U.S. Foreign Service, and who served as U.S. ambassador and representative to the United Nations from 1989 to 1992.

The Preservation of Freedom Fund: Gordon S. Hargraves '19 established this fund to stimulate understanding and appreciation of the rights and freedoms of the individual, guaranteed under the Constitution of the United States. The prize is to be awarded to a student, member of the faculty, or group of Bowdoin alumni making an outstanding contribution to the understanding and advancement of human freedoms and the duty of the individual to protect and strengthen these freedoms at all times. (1988)

The first award was made in 1988 to William B. Whiteside, Frank Munsey Professor of History Emeritus. The most recent recipient of the award, in 2003, was Christopher R. Hill '74, Assistant United States Secretary of State for East Asian and Pacific Affairs; former Ambassador to the Republic of Korea, Poland, and Macedonia; former director for Southeast European Affairs at the National Security Council; special envoy for the Kosovo crisis; and distinguished career diplomat and peace negotiator.

The Common Good Award: Established on the occasion of the Bicentennial, the Common Good Award honors those alumni who have demonstrated an extraordinary, profound, and sustained commitment to the common good, in the interest of society, with conspicuous disregard for personal gain in wealth or status. Seven Common Good Awards were presented during the bicentennial year and one or two awards are presented each year at Reunion Convocation.

PRIZES IN GENERAL SCHOLARSHIP

Abraxas Award: An engraved pewter plate is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their first year. This award was established by the Abraxas Society, a Bowdoin junior class society that was active from 1893 until 1922. The award is now given by Bowdoin College. (1915)

Sarah and James Bowdoin Scholars (Dean's List): Sarah and James Bowdoin Day accords recognition to undergraduates who have distinguished themselves in scholarship. Originally named in honor of the earliest patron of the College, James Bowdoin III, and instituted in 1941, the day now also honors James Bowdoin's wife, Sarah Bowdoin Dearborn, for her interest in and contributions to the College. The exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 35.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who earned a GPA of 4.00.

Brooks-Nixon Prize Fund: The annual income of a fund established by Percy Willis Brooks 1890 and Mary Marshall Brooks is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

Dorothy Haythorn Collins Award: This award, given by Dorothy Haythorn Collins and her family to the Society of Bowdoin Women, is used to honor a student "who has achieved academic and general excellence in his or her chosen major" at the end of the junior year. Each year the society selects a department from the sciences, social studies, and/or humanities. The selected departments choose a student to honor by purchasing books and placing them with a nameplate in the department library. The students also receive a book and certificate of merit. (1985)

Almon Goodwin Phi Beta Kappa Prize Fund: This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin 1862. The annual income is awarded to a member of Phi Beta Kappa chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: This fund was bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Phi Beta Kappa: The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. Election is based primarily on scholarly achievement, and consideration is given to the student's entire college record. Students who have studied away are expected to have a total academic record, as well as a Bowdoin record, that meets the standards for election. Nominations are made three times a year, usually in September, February, and May.

The total number of students selected in any year does not normally exceed ten percent of the number graduating in May. Students elected to Phi Beta Kappa are expected to be persons of integrity and good moral character. Candidates must have completed at least twenty-four semester courses of college work, including at least sixteen courses at Bowdoin.

Leonard A. Pierce Memorial Prize: This prize, established by friends and associates of Leonard A. Pierce 1905, A.M. H'30, LL.D. '55, is awarded annually to that member of the graduating class who is continuing his or her education in an accredited law school and who attained the highest scholastic average during his or her years in college. It is paid to the recipient upon enrollment in law school. (1960)

COMMENCEMENT PRIZES

DeAlva Stanwood Alexander Prize: Established by DeAlva Stanwood Alexander 1870, A.M. 1873, LL.D. 1907, this fund furnishes two prizes for excellence in select declamation. (1906)

Class of 1868 Prize: Contributed by the Class of 1868, this prize is awarded for a written and spoken oration by a member of the senior class. (1868)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, the prize is awarded for a written or oral presentation at Commencement. (1882)

DEPARTMENTAL PRIZES

Africana Studies

Lennox Foundation Book Prize: This fund was established by the Lennox Foundation and Jeffrey C. Norris '86. An appropriate book is awarded to a student graduating in Africana studies. (1990)

Art History and Visual Arts

Anne Bartlett Lewis Memorial Fund: This fund was established by Anne Bartlett Lewis's husband, Henry Lewis, and her children, William H. Hannaford, David Hannaford, and Anne D. Hannaford. The annual income of the fund is used for demonstrations of excellence in art history and creative visual arts by two students enrolled as majors in the Department of Art. (1981)

Art History Junior-Year Prize: This prize, funded annually by a donor wishing to remain anonymous, is awarded to those students judged by the Department of Art to have achieved the highest distinction in the major program in art history and criticism at the end of the junior year. (1979)

Art History Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded to one or more graduating seniors judged by the Department of Art to have achieved the highest distinction in the major in art history and criticism. (1982)

Richard P. Martel Jr. Memorial Fund: A prize is awarded annually to those students who, in the judgment of the studio art faculty, are deemed to have produced the most creative, perceptive, proficient, and visually appealing art work exhibited at the College during the academic year. (1990)

Biochemistry

John L. Howland Book Award in Biochemistry: This award, which was established in honor of John L. Howland, Josiah Little Professor of Natural Sciences and Professor of Biology and Biochemistry Emeritus and a member of the Bowdoin faculty from 1963 to 2002, who founded the Biochemistry Program at Bowdoin in 1971, is given each year to a student who has achieved academic and general excellence in the biochemistry program at the end of the junior year. (2005)

Biology

Copeland-Gross Biology Prize: This prize, named in honor of Manton Copeland and Alfred Otto Gross, Sc.D. '52, both former Josiah Little Professors of Natural Science, is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

Donald and Harriet S. Macomber Prize in Biology: This fund was established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family, David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber Jr. '67, Steven J. Zottoli '69, and Michael C. Macomber '73. The income of the fund is to be awarded annually as a prize to the outstanding student or students in the Department of Biology. If, in the opinion of the department, in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

James Malcolm Moulton Prize in Biology: This fund was established by former students and other friends in honor of James Malcolm Moulton, former George Lincoln Skolfield Jr., Professor of Biology, to provide a book prize to be awarded annually to the outstanding junior majoring in biology, as judged by scholarship and interest in biology. At the discretion of the Department of Biology, this award may be made to more than one student or to none in a given year. (1984)

Chemistry

Samuel Kamerling Award: This award, established by the Department of Chemistry in memory of Professor Samuel Kamerling, recognizes truly exceptional work in the organic chemistry laboratory program.

Philip Weston Meserve Fund: This prize, established in memory of Professor Philip Weston Meserve 1911, is awarded to a junior chemistry or biochemistry major and is intended to "stimulate interest in Chemistry." (1941)

William Campbell Root Award: This award, established in honor of Professor William Root, recognizes a senior chemistry major who has provided service and support to chemistry at Bowdoin beyond the normal academic program.

Classics

Hannibal Hamlin Emery Latin Prize: This prize, established in honor of her uncle, Hannibal Hamlin Emery 1874, by Persis E. Mason, is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Nathan Goold Prize: This prize, established by Abba Goold Woolson, of Portland, in memory of her grandfather, is awarded to that member of the senior class who has, throughout the college course, attained the highest standing in Greek and Latin studies. (1922)

J. B. Sewall Greek Prize: This prize, given by Jotham Bradbury Sewall 1848, S.T.D. 1902, formerly professor of Greek at the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

J. B. Sewall Latin Prize: This prize, also given by Professor Sewall, is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

Computer Science

Computer Science Senior-Year Prize: This prize is awarded to a senior or seniors judged by the Department of Computer Science to have achieved the highest distinction in the major program in computer science.

Economics

Paul H. Douglas Prize: This prize, awarded by the Department of Economics each spring in honor of Paul H. Douglas 1913, a respected labor economist and United States Senator, recognizes juniors who show outstanding promise in scholarship in economics.

Noyes Political Economy Prize: This prize, established by Crosby Stuart Noyes, A.M. H1887, is awarded to the best scholar in political economy. (1897)

English

Philip Henry Brown Prizes: Two prizes from the annual income of a fund established by Philip Greely Brown 1877, A.M. 1892, in memory of Philip Henry Brown 1851, A.M. 1854, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

Hawthorne Prize: The income of a fund given in memory of Robert Peter Tristram Coffin '15, Litt.D. '30, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize, Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. 1904, is awarded each year to the author of the best short story. This competition is open to members of the sophomore, junior, and senior classes. (1903)

Nathalie Walker Llewellyn Commencement Poetry Prize: This prize, established by and named for the widow of Dr. Paul Andrew Walker '31, is awarded to the Bowdoin student who, in the opinion of the Department of English, shall have submitted the best work of original poetry. The prize may take the form of an engraved medal, an appropriate book, or a cash award. (1990)

Poetry Prize: The annual income of a fund established by Gian Raoul d'Este-Palmieri II '26 is given annually for the best poem written by an undergraduate. (1926)

Pray English Prize: A prize given by Dr. Thomas Jefferson Worcester Pray 1844 is awarded to the best scholar in English literature and original English composition. (1889)

Forbes Rickard Jr. Poetry Prize: A prize, given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard Jr. '17, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

David Sewall Premium: This prize is awarded to a member of the first-year class for excellence in English composition. (1795)

Mary B. Sinkinson Short Story Prize: A prize, established by John Hudson Sinkinson 1902 in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

Bertram Louis Smith Jr. Prize: The annual income of a fund established by his father in memory of Bertram Louis Smith Jr., of the Class of 1903, to encourage excellence of work in English literature is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, the prize is given to a student majoring in English, and performance of major work as well as record in courses is taken into consideration. (1925)

Environmental Studies

Academic Award in Environmental Studies: This prize is awarded to a graduating senior who has achieved outstanding academic distinction in the completion of the environmental studies coordinate major.

Community Service Award in Environmental Studies: This prize is awarded to a graduating student majoring in environmental studies who has demonstrated exemplary service to the College and the broader community.

Geology

Geology Book Award: This award is given annually to one first- or second-year student from each of the introductory geology courses for exceptional class performance including creative contributions to the class project.

Arthur M. Hussey II Prize in Geology: This prize, established by his colleagues in honor of Arthur M. Hussey II, professor of geology, is awarded annually for an outstanding research project by a senior majoring in geology, with preference for field projects undertaken in Maine. The award recognizes Professor Hussey's lasting contributions to the Department of Geology, notably his ability to inspire students through geological field work. (2000)

German

The German Consular Prize in Literary Interpretation: This prize was initiated by the German Consulate, from whom the winner receives a certificate of merit and a book prize, in addition to a small financial prize to be awarded from the income of the fund. The prize is awarded annually to the senior German major who wins a competition requiring superior skills in literary interpretation. (1986)

The Old Broad Bay Prizes in Reading German: The income from a fund given by Jasper J. Stahl 1909, Litt.D. '60, and by others is awarded to students who, in the judgment of the department, have profited especially from their instruction in German. The fund was established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, now Waldoboro. (1964)

Government and Legal Studies

Philo Sherman Bennett Prize Fund: This fund was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to seniors. (1905)

Jefferson Davis Award: A prize consisting of the annual income of a fund is awarded to the student excelling in constitutional law or government. (1973)

History

Dr. Samuel and Rose A. Bernstein Prize for Excellence in the Study of European History: This prize, given by Roger K. Berle '64, is awarded annually to that student who has achieved excellence in the study of European history. (1989)

James E. Bland History Prize: The income of a fund established by colleagues and friends of James E. Bland, a member of Bowdoin's Department of History from 1969 to 1974, is awarded to the Bowdoin undergraduate, chosen by the history department, who has presented the best history honors project not recognized by any other prize at the College. (1989)

Class of 1875 Prize in American History: A prize established by William John Curtis 1875, LL.D. 1913, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Sherman David Spector of the Class of 1950 Award in History: Established by Sherman David Spector '50, this award is made to a graduating senior history major who has attained the highest cumulative average in his/her history courses, or to the highest-ranking senior engaged in writing an honors paper or a research essay in history. (1995)

Latin American Studies

Latin American Studies Prize: This prize is awarded to a graduating Latin American studies major who, in the judgment of the Latin American Studies Committee, has achieved academic distinction and has contributed to an understanding of the region.

Mathematics

Edward Sanford Hammond Mathematics Prize: A book is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Smyth Mathematical Prize: This prize, established by Henry Jewett Furber 1861 in honor of Professor William Smyth, is given to that student in each sophomore class who obtains the highest grades in mathematics courses during the first two years. The prize is awarded by the faculty of the Department of Mathematics, which will take into consideration both the number of mathematics courses taken and the level of difficulty of those courses in determining the recipient. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him or her in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the income of the prize goes to the member of the winner's class who has been designated as the alternate recipient by the department. (1876)

Music

Sue Winchell Burnett Music Prize: This prize, established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett, is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Natural Science

Sumner Increase Kimball Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Neuroscience

Munno Neuroscience Prize: This prize, established by David W. Munno '99, is awarded for excellence in research by a student majoring in neuroscience. (2000)

Philosophy

Philip W. Cummings Philosophy Prize: This prize, established by Gerard L. Dubé '55 in memory of his friend and classmate, is awarded to the most deserving student in the Department of Philosophy. (1984)

Physics

Edwin Herbert Hall Prize in Physics Fund: The annual income of this fund, named in honor of Edwin Herbert Hall 1875, A.M. 1878, LL.D. 1905, the discoverer of the Hall effect, is awarded each year to the best sophomore scholar in the field of physics. (1953)

Noel C. Little Prize in Experimental Physics: This prize, named in honor of Noel C. Little '17, Sc.D. '67, professor of physics and Josiah Little Professor of Natural Science, is awarded to a graduating senior who has distinguished himself or herself in experimental physics. (1968)

Psychology

Frederic Peter Amstutz Memorial Prize Fund: This prize, established in memory of Frederic Peter Amstutz '85 by members of his family, is awarded to a graduating senior who has achieved distinction as a psychology major. (1986)

Religion

Edgar Oakes Achorn Prize Fund: The income of a fund established by Edgar Oakes Achorn 1881 is awarded as a prize for the best essay written by a member of the second- or first-year classes in Religion 101. (1932)

Lea Ruth Thumim Biblical Literature Prize: This prize, established by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Romance Languages

Philip C. Bradley Spanish Prize: This prize, established by classmates and friends in memory of Philip C. Bradley '66, is awarded to outstanding students in Spanish language and literature. (1982)

Music

Goodwin French Prize: This prize, established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, is awarded to the best scholar in French. (1890)

Eaton Leith French Prize: The annual income of a fund, established by James M. Fawcett III '58 in honor of Eaton Leith, professor of Romance languages, is awarded to that member of the sophomore or junior class who, by his or her proficiency and scholarship, achieves outstanding results in the study of French literature. (1962)

Charles Harold Livingston Honors Prize in French: This prize, established by former students and friends of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement, is awarded to encourage independent scholarship in the form of honors theses in French. (1956)

Sophomore Prize in Spanish: This prize, established by the Department of Romance Languages, is awarded each year to the most promising sophomore who has declared a major in Spanish.

Russian

Russian Prize: This prize, established by Professor of Russian Jane Knox-Voina, is awarded to a graduating senior who has achieved distinction as a Russian major. (2003)

Sociology and Anthropology

Award for Distinguished Public Sociology and Anthropology: This prize is awarded to those students majoring or minoring in sociology or anthropology who demonstrate an exemplary engagement in public scholarship and/or community service. It recognizes those who have exhibited sociological or anthropological imagination in connecting the knowledge of their major to public service and/or scholarship, and acknowledges those students who have made meaningful impacts on the community. (2009)

David I. Kertzer Prize in Sociology and Anthropology: This prize is awarded each year for the best senior paper in the Department of Sociology and Anthropology. The award is funded through the John W. Riley Jr. and Matilda White Riley Sociology Fund and is given in honor of David Kertzer, a former professor in the department. (2003)

Matilda White Riley Prize in Sociology and Anthropology: This prize, established through a gift from distinguished sociologist John W. Riley '30, Sc.D. '72, honors Matilda White Riley, Sc.D. '72, Daniel B. Fayerweather Professor of Political Economy and Sociology, who established the joint Department of Sociology and Anthropology and a tradition of teaching through sociological research. It is awarded for an outstanding research project by a major. (1987)

Elbridge Sibley Sociology Prize Fund: Established by Milton M. Gordon '39, the prize is awarded to the member of the senior class majoring in sociology or anthropology who has the highest general scholastic average in the class at the midpoint of each academic year. (1989)

Theater and Dance

Bowdoin Dance Group Award: An appropriate, inscribed dance memento is awarded annually to an outstanding senior for contributions of dedicated work, good will, and talent, over the course of his or her Bowdoin career, in the lively, imaginative spirit of the Class of 1975, the first graduating class of Bowdoin dancers. (1988)

Abraham Goldberg Prize: Established by Abraham Goldberg, this prize is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Alice Merrill Mitchell Prize: This prize, established by Wilmot Brookings Mitchell 1890, A.M. 1907, L.H.D. '38, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

William H. Moody '56 Award: Established in memory of Bill Moody, who for many years was the theater technician and friend of countless students, this award is presented annually, if applicable, to one or more sophomores, juniors, or seniors having made outstanding contributions to the theater through technical achievements accomplished in good humor. The award should be an appropriate memento of Bowdoin. (1980)

George H. Quinby Award: Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, this award is presented annually to one or more first-year members of Masque and Gown who make an outstanding contribution through interest and participation in Masque and Gown productions. The recipients are selected by the director of theater, the theater technician, and the president of Masque and Gown. (1967)

A. Raymond Rutan IV Scholarship Award for Summer Study in Theater (2003): The Ray Rutan Fund for the Performing Arts, established by David Zach Webster '57, a life-long college volunteer and benefactor, honors A. Raymond Rutan IV '51, director of theater 1971-1993. The fund is intended to enrich the life of the College through the performing arts and may be used in part to support student summer study in theater.

Scholarship Award for Summer Study in Dance: A monetary award toward tuition costs at an accredited summer program of study in dance is given to a student with demonstrated motivation and exceptional promise in dance technique or choreography, whose future work in dance, upon return, will enrich the Bowdoin program. (1988)

UNDERGRADUATE RESEARCH ASSISTANCE

In addition to the Bowdoin-funded fellowships and research awards described below, students often have the opportunity to apply for fellowships made available through grants awarded to the College such as the Howard Hughes Medical Institute Summer Fellowships, the Mellon Mays Undergraduate Fellowships, and the National Institutes of Health–IDeA Network of Biomedical Research Excellence Summer Fellowships. More information is available from the Office of Student Fellowships and Research.

James Stacy Coles Undergraduate Research Fellowship and Summer Fellowship Fund (1997): Established by gifts of family members and friends as a memorial to James Stacy Coles, the fund supports the activity of students engaged directly in serious scientific research. Fellowships are awarded annually to highly qualified students by the President of the College. The funds are used by students for substantial participation in a scientific research project under the direction of a faculty member who is independently interested in the area under study. While the name of the project differs from discipline to discipline, all projects give students first-hand experience with productive scholarly scientific research. Awards are made on the basis of the candidate's academic record, particular interests and competence, the availability of an appropriate research project, and a faculty member's recommendation.

Martha Reed Coles Undergraduate Research Fellowship Fund (2000): Established in honor of Martha Reed Coles, by members of her family. As the first lady of Bowdoin College from 1952 to 1967, she took an active and vital interest in every phase of life at the College. The pleasure she received from her interaction with Bowdoin's students and her appreciation of their youthful energy, intellect, achievements, and promise inspired her children to establish the fund. Income from this fund supports students engaged in scholarly research in the arts or humanities.

Community Matters in Maine Summer Fellowships (2006): The Community Matters in Maine Summer Fellowships provide students the opportunity to work and serve in the local community by way of a placement in a specific organization to address community issues while strengthening campus–community partnerships.

Henry L. and Grace Doherty Charitable Foundation Coastal Studies Research Awards (1997): Doherty Fellowships are awarded to students to support substantial participation in a scientific research project by a student under the direction of a faculty member who is independently interested in the subject under study. Fellowships are awarded for summer research projects in marine and coastal studies.

Freedman Summer Research Fellowship Fund (2005): The Freedman Fellowships were established by Alan M. Freedman of the Class of 1976 to support and encourage Bowdoin undergraduates whose field of concentration is computer science to engage in faculty-student summer research projects in interdisciplinary pursuits with emphasis on innovative ideas and concepts such as artificial intelligence, robotics, cognitive modeling, learning, human-computer collaboration, decision-making, speech and language processing, geographic information systems (GIS), and other data-intensive applications, and other computer science-related research, with a preference for students who plan to continue their research at the graduate level. Candidates are identified by the computer science faculty.

*Freedman Summer Research Fellowship in Coastal/Environmental Studies (2006):*The Freedman Summer Research Fellowships, provided by a gift by Dr. and Mrs. Alan M. Freedman '76, P'08, support and encourage Bowdoin undergraduates whose field of concentration is coastal and/or environmental studies, to engage in faculty-student summer research projects using modern scientific principles of biology, chemistry, and physics. These interdisciplinary pursuits may include but are not limited to environmental research, climate issues, biodiversity, water and air pollution, and use and abuse of natural resources affecting coastal Maine or the Maine heartland, with a preference for students who plan to continue their research at the graduate level.

Gibbons Summer Research Internships (2001): The Gibbons internships, established in 2001 through the gift of John A. Gibbons Jr. '64, provide grants for student summer research, especially for projects that use technology to explore interdisciplinary areas and to develop fresh approaches to the study of complex problems that extend beyond the traditional academic calendar.

Robert S. Goodfriend Summer Internships (2006): The Goodfriend internships, established in 2006 through a generous gift from Robert S. Goodfriend '57, are awarded to encourage students to pursue summer internships that will develop their business skills and increase their exposure to the business world. Current first-year students and sophomores who are returning to campus the following fall will be given priority in eligibility.

Alfred O. Gross Fund (1957): This fund, established by Alfred Otto Gross, Sc.D. '52, Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology.

Peter J. Grua and Mary G. O'Connell Faculty/Student Research Fellowships (2007): This fund, created by Peter J. Grua and Mary G. O'Connell, both of the Class of 1976, supports faculty-student research, regardless of discipline. Awards from the fund support student travel that will substantially enhance students' honors projects or research being conducted under the mentorship of a faculty member, and may also be used to defray students' research expenses.

Kappa Psi Upsilon Environmental Studies Fund (1999): The Fund was established by the Psi Upsilon Chapter House Association to support student internships and other programs relating to environmental studies. The ten-week summer internships are coordinated by the Environmental Studies Program and provide several undergraduates with stipends for work with Maine non-profit organizations and governmental agencies. Selection criteria include academic record, students' interest and experience, and financial need. Student fellows have the opportunity to incorporate their summer work experience into an independent study or honors project.

Kent Island Summer Fellowships: Kent Island Fellows spend the summer at Bowdoin's scientific field station on Kent Island in the Bay of Fundy, New Brunswick, Canada, conducting research in ecology, animal behavior, marine biology, botany, geology, and meteorology. Students conduct independent field work with the advice and assistance of a faculty director and have the opportunity to collaborate with faculty members and graduate students from numerous colleges and universities.

Kibbe Science Fellowships (2003): The Kibbe Fellowships, established by Dr. Frank W. Kibbe, Class of 1937, and his wife, Lucy H. Kibbe, support student research in the sciences.

Fritz C. A. Koelln Research Fund (1972): This fund was established by John A. Gibbons Jr. '64, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages, who was an active member of the Bowdoin faculty from 1929 until 1971. The income from the fund may be awarded annually to a faculty-student research team to support exploration of a topic which surmounts traditional disciplinary boundaries. The purpose of the fund is to encourage broad, essentially humanistic inquiry, and should be awarded with preference given to worthy projects founded at least in part in the humanities.

Richard B. '62 and Sabra Ladd Government Internship: This fund was established in 2008 to encourage students to pursue summer internships that will increase their exposure to the world of government. The fund supports students interested in the federal government or a national public policy institute.

Edward E. Langbein Sr. Summer Research Grant: Since 1970, the Edward E. Langbein Sr. Summer Research Award has been providing support to undergraduates pursuing summer research or advanced study directed toward their major field or lifework. The award honors Edward E. Langbein Sr. and was initially funded through the bequest of his widow, Adelaide Langbein. Their son, Edward E. Langbein Jr., a member of the Class of 1957, continues to support the award, as do other members of the family.

Latin American Studies Summer Travel Grants (2000): Awarded to Bowdoin sophomores and juniors majoring in any academic discipline, these grants are intended to support student research in Latin America and the Caribbean that contributes to a subsequent independent study or honors project. The on-site research can be conducted during the summer months, between semesters, or to extend study-away experiences. Recipients will spend three to four weeks in the region and, upon their return, write a two-page report summarizing their research and results. During the following semester, these results will be used as the basis for an independent study or honors project under the direction of a faculty member.

Applicants are expected to develop proposals in consultation with a faculty mentor who agrees to supervise a subsequent independent study. Awards are made on the basis of the candidate's academic record and competence, the quality and feasibility of the project described in the narrative proposal, the project's relevance to the student's educational program, and the faculty mentor's recommendation. Applications are reviewed by a subcommittee from the Latin American Studies Program every spring.

Littlefield Summer Fellowships: The Littlefield Summer Research Fellowships, created in honor of William D. Littlefield, Class of 1922, through the bequest of his wife, Beatrice B. Griswold, support hands-on research in chemistry for students working closely with a Bowdoin faculty member.

McKee Photography Grants (2003): These grants are supported by the McKee Fund for Photography, a fund established to augment the photography offerings within the Visual Arts division of the Department of Art at Bowdoin. The grant is intended to support annually one student photography project during the summer months and a public lecture and exhibition upon completion in the fall. The grant is intended to encourage the student to work independently with advice, even if from afar, from a faculty member to execute a long-term photographic project outside of the context of the classroom.

Thomas Andrew McKinley Family Summer Entrepreneurial Community Service Fellowships (2002): The McKinley Family summer fellowships were established by Thomas G. and Janet B. McKinley, parents of Thomas Andrew McKinley '06, to fund entrepreneurial endeavors or projects that demonstrate leadership and/or a contribution to the extended Bowdoin community or society; or to fund community service projects that may have a strong impact on the larger community and improve the human condition.

Nikuradse-Mathews Public Interest Summer Fellowship Fund (2006): This fund, established by Scott A. Mathews '84 and Tamara A. Nikuradse '84 in support of summer fellowships to Bowdoin undergraduates who receive financial aid, consistent with College policies governing financial assistance to its students, provides fellowships to encourage students to pursue unpaid internships in humanitarian organizations, social service agencies, legal aid societies, public education, and similar settings during the summer.

Paul L. Nyhus Travel Grant Fund (2006): The Nyhus Travel Grant Fund was established by gifts of family and friends in memory of Paul L. Nyhus, Frank Andrew Munsey Professor of History, to support original student research that uses archival or other primary source material for an independent study or honors project in history and the related costs for travel, whether in this country or abroad.

Paller Research Fellowship (2003): The Paller Research Fellowship, provided by gifts of Mr. and Mrs. Alan Paller P'01, supports ten-week summer neuroscience research projects conducted by students under the direction of Bowdoin's neuroscience faculty.

Preston Public Interest Career Fund Fellowships (1996): A generous gift from Mr. and Mrs. Kenneth Preston P'91 has provided the College with funds to support students committed to enhancing social justice by serving the needs of the underserved and disadvantaged through policy making, direct service, or community organizing. The Public Interest Career Fund Summer Fellowship Program was established to encourage students to intern for U.S.-based social services agencies, legal services, humanitarian organizations, and public education during the summer, with the hope that they will, as undergraduates, begin to build a foundation for future career development in these areas.

Riley Fellowships (1996): The Riley Fellowships, established by a gift from Matilda and John Riley, promote the education of students in sociology and anthropology through engagement in the research of faculty, in their own independent research, and in the professional worlds of the two disciplines.

Rusack Coastal Studies Fellowships (2001): The Rusack Coastal Studies fellowships, provided through the generous gift of Geoffrey C. Rusack '78 and Alison Wrigley Rusack, are open to students in the humanities, social sciences, and natural sciences involved in projects that bring new insight and understanding to coastal studies. The fund promotes and facilitates student and faculty disciplinary and interdisciplinary study projects at Bowdoin's Coastal Studies Center, the surrounding coastal areas, and Casco Bay.

Spector Fellowship (2002): This annual fellowship, established by Sherman David Spector '50, is awarded to a graduating senior who plans to pursue graduate studies in history and a career in teaching history at any academic level.

Surdna Foundation Undergraduate Research Fellowship Program (1959): An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship Program in recognition of two gifts of the Surdna Foundation. The income from a fund, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the summer or for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his or her particular interests and competence, and the availability at the College of a research project commensurate with his or her talents and training. Acceptance of a Surdna Fellowship does not preclude working for honors, and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

Nellie C. Watterson Summer Fellowship in the Creative and Performing Arts (2007): This fund, established by Paul and Jennifer Korngiebel, of the Classes of 1988 and 1987 respectively, honors Professor William C. Watterson, Edward Little Professor of the English Language and Literature, and his mother. The fellowship is designed to foster summer research and learning by students through faculty-mentored and/or structured training in the creative or performing arts (including music, theater and dance, the fine arts, creative writing, and film studies). Fellowship recipients may study under the direction of a Bowdoin faculty member; however, opportunities that cannot be adequately replicated under the direction of a Bowdoin faculty member, yet are deemed essential to a student's academic program (e.g., participation in major summer festivals, pre-professional training, internships) may also be undertaken.

AWARDS IN ATHLETICS

Annie L. E. Dane Trophy: Named in memory of the wife of Francis S. Dane 1896 and mother of Nathan Dane II '37, Winkley Professor of Latin Language and Literature, the trophy is awarded each spring to a senior member of a varsity women's team who "best exemplifies the highest qualities of character, courage, and commitment to team play." (1978)

Jennifer S. Harvey '04 Leadership Award for Junior Varsity or Non-Varsity Athletes: This annual award is presented in support of and to acknowledge non-varsity athletics at Bowdoin, with preference to women's junior varsity teams. (2009)

Lucy L. Shulman Trophy: Given by Harry G. Shulman, A.M. H'71, in honor of his wife, this trophy is awarded annually to the outstanding woman athlete. Selection is made by a vote of the Department of Athletics. (1975)

Society of Bowdoin Women Athletic Award: This award is presented to a member of a women's varsity team in recognition of her "effort, cooperation, and sportsmanship." Selection is made by a vote of the Department of Athletics. (1978)

Frederick G. P. Thorne Award: This award is presented to the male student athlete who has most demonstrated the qualities of leadership both in the athletic arena and outside it. (1999)

Baseball

Francis S. Dane Baseball Trophy: This trophy, presented to the College by friends and members of the family of Francis S. Dane 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the dean of student life, the director of athletics, and the coach of baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

Basketball

William J. Fraser Basketball Trophy: This trophy, presented by Harry G. Shulman, A.M. H'71, in memory of William J. Fraser '54, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach and the director of athletics. (1969)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D. '43, dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

Women's Basketball Alumnae Award: A bowl, inscribed with the recipient's name, is given to the player who "best exemplifies the spirit of Bowdoin's Women's Basketball, combining talent with unselfish play and good sportsmanship." The award is presented by Bowdoin alumnae basketball players. (1983)

Football

Winslow R. Howland Football Trophy: This trophy, presented to the College by his friends in memory of Winslow R. Howland '29, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Wallace C. Philoon Trophy: Given by Maj. Gen. Wallace Copeland Philoon, USA, 1905, M.S. '44, this trophy is awarded each year to a non-letter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon '50, is presented annually to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Ice Hockey

Hannah W. Core '97 Memorial Award: Given to a member of the women's hockey team who best represents the enthusiasm, hard work, and commitment for which Hannah will be remembered. (1996)

Hugh Munro Jr. Memorial Trophy: This trophy, given by his family in memory of Hugh Munro Jr. '41, who lost his life in the service of his country, is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro Jr. (1946)

John "Jack" Page Coaches Award: Established as a memorial to John Page of South Harpswell, Maine, through the bequest of his wife, Elizabeth Page, this award is to be presented annually to the individual who, in the opinion of the coaching staff, has distinguished himself through achievement, leadership, and outstanding contributions to the hockey program, the College, and community. (1993)

Peter Schuh Memorial Award: This trophy, given in memory of Peter M. Schuh '96, is presented to the most valuable player in the annual Bowdoin-Colby men's ice hockey game.

Harry G. Shulman Hockey Trophy: This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient is elected by a vote of the coach and the director of athletics. (1969)

Christopher Charles Watras Memorial Women's Ice Hockey Trophy: This trophy is dedicated in the memory of Chris Watras '85, former assistant women's ice hockey coach. The award is presented annually to that member of the Bowdoin women's varsity ice hockey team who best exhibits the qualities of sportsmanship, leadership, commitment, and dedication to her teammates and the sport, on the ice as well as in the community and the classroom. The recipient is selected by the women's varsity ice hockey coach and the director of athletics. Her name is engraved on the permanent trophy and she receives a replica at the team's annual award ceremony. (1989)

Women's Ice Hockey Founders' Award: This award is presented to the player who exemplifies the qualities of enthusiasm, dedication, and perseverance embodied in the spirited young women who were paramount in the establishment of Bowdoin women's hockey. The recipient is selected by vote of her fellow players. (1991)

Lacrosse

Mortimer F. LaPointe Lacrosse Award: This award, given in honor of Coach Mortimer F. LaPointe's twenty-one seasons as coach of men's lacrosse by his alumni players, is presented to one player on the varsity team, who, through his aggressive spirit, love of the game, and positive attitude, has helped build a stronger team. The coach will make the final selection after consultation with the captains. (1991)

Ellen Tiemer Women's Lacrosse Trophy: This trophy, donated to the women's lacrosse program from funds given in memory of Ellen Tiemer's husband, Paul Tiemer '28, who died in 1988, is to be awarded annually "to a senior or junior woman who is judged to have brought the most credit to Bowdoin and to herself." The recipient is to be selected by a vote of the team and the coach. (1996)

Paul Tiemer Men's Lacrosse Trophy: This award, established from funds given in memory of Paul Tiemer III, is to be presented annually to the player who is judged to have shown the greatest improvement and team spirit over the course of the season. Only one award shall be made in a year, and the recipient is to be selected by a vote of the men's varsity lacrosse team. (1996)

Paul Tiemer III Men's Lacrosse Trophy: Given by Paul Tiemer '28 in memory of his son, Paul Tiemer III, this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is selected by the varsity lacrosse coach and the director of athletics. (1976)

Soccer

George Levine Memorial Soccer Trophy: This trophy, presented by Lt. Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

Christian P. Potholm II Soccer Award: Given to the College by Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, and Sandra Q. Potholm, this fund supports annual awards to the male and female scholar/athletes whose hard work and dedication have been an inspiration to the Bowdoin soccer program. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Squash

Reid Squash Trophy: Established by William K. Simonton '43, this trophy is awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team and the director of athletics. (1975)

Swimming

Robert B. Miller Trophy: This trophy, given by former Bowdoin swimmers in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

Sandra Quinlan Potholm Swimming Trophy: Established by Sandra Quinlan Potholm and Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, this prize is awarded annually to the male and female members of the Bowdoin swimming teams who have done the most for team morale, cohesion, and happiness. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Tennis

Samuel A. Ladd Tennis Trophy: This trophy, presented by Samuel Appleton Ladd Jr. '29, and Samuel Appleton Ladd III '63, is awarded to a member of the varsity team who, by his sportsmanship, cooperative spirit, and character, has done the most for tennis at Bowdoin during the year. The award winner's name is inscribed on the trophy. (1969)

Track and Field

Leslie A. Claff Track Trophy: This trophy, presented by Leslie A. Claff '26, is awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the dean, the director of athletics, and the track coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Bob and Jeannette Cross Award (The Maine Track Officials' Award): This trophy is given annually by the friends of Bowdoin track and field to that member of the women's team who has demonstrated outstanding qualities of loyalty, sportsmanship, and character during her athletic career at Bowdoin. The recipient of the award is chosen by a vote of the head track coaches and the men's and women's track team. (1989)

Elmer Longley Hutchinson Cup: This cup, given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson '35, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

Major Andrew Morin Award: This trophy, endowed by long-time track official Andrew Morin, is given annually to the most dedicated long- or triple-jumper on the men's or women's track team. The winner is selected by a committee of track coaches and track officials. (1989)

Evelyn Pyun Award: Established in memory of Evelyn Pyun '02, the award is presented annually for outstanding dedication and loyalty to the women's cross-country team. The award honors the qualities of persistence, generosity, and enthusiasm that Evey brought to Bowdoin cross-country. (2000)

Colonel Edward A. Ryan Award: Given by friends and family of Colonel Ryan, longtime starter at the College track meets, this award is presented annually to that member of the women's track and field team who has distinguished herself through outstanding achievement and leadership during her four-year athletic career at Bowdoin. (1989)

PRIZES IN EXTRACURRICULAR ACTIVITIES

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually at Honors Day to the student who in the previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his or her college course. The name of the recipient is to be engraved on the cup. (1947)

Bowdoin Orient Prize: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of the Bowdoin *Orient* staff who have made significant contributions to the *Orient* in the preceding volume. (1948)

General R. H. Dunlap Prize: The annual income of a fund established by Katharine Wood Dunlap in memory of her husband, Brig. Gen. Robert H. Dunlap, USMC, is awarded to the student who writes the best essay on the subject of "service," in addition to demonstrating personal evidence of service. (1970)

Andrew Allison Haldane Cup: This cup, given by fellow officers in the Pacific in memory of Capt. Andrew Allison Haldane, USMCR, '41, is awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Orren Chalmer Hormell Cup: This cup, given by the Sigma Nu Fraternity at the College in honor of Orren Chalmer Hormell, D.C.L. '51, DeAlva Stanwood Alexander Professor of Government, is awarded each year to a sophomore who, as a first-year student, competed in first-year athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all the cup winners is kept on display. (1949)

Lucien Howe Prize: Fifty percent of the income of a fund given by Dr. Lucien Howe 1870, A.M. 1879, Sc.D. 1910, is awarded by the faculty to members of the senior class who as undergraduates, by example and influence, have shown the highest qualities of conduct and character. The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Masque and Gown Figurine: A figurine, The Prologue, carved by Gregory Wiggin, may be presented to the author of the prize-winning play in the One-Act Play contest, if one is conducted, and is held by the winner until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Prizes may be awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Michael Francis Micciche III Award: This award is given annually to that individual who embodies the entire Bowdoin experience; who engages the College community, achieves academic excellence, and earns the respect of his or her peers and professors. This individual must plan on broadening his or her education following graduation, either through enrollment at a graduate school or through a structured travel or volunteer program. (2001)

Horace Lord Piper Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, in memory of Maj. Horace Lord Piper 1863, is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

The President's Award: This award, inaugurated in 1997 by President Robert H. Edwards, recognizes a student's exceptional personal achievements and uncommon contributions to the College. The student's actions demonstrate particular courage, imagination, and generosity of spirit; and they benefit the atmosphere, program, or general effectiveness of the College. (1997)

Franklin Delano Roosevelt Cup: This cup, furnished by the Bowdoin chapter of Alpha Delta Phi Society, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Paul Andrew Walker Prize Fund: This fund was established in honor and memory of Paul Andrew Walker '31 by his wife, Nathalie L. Walker. Forty percent of the income of the fund is used to honor a member or members of the Bowdoin *Orient* staff whose ability and hard work are deemed worthy by the Award Committee chosen by the dean of student affairs. A bronze medal or an appropriate book, with a bookplate designed to honor Paul Andrew Walker, is presented to each recipient. (1982)

MISCELLANEOUS FUNDS

Delta Sigma/Delta Upsilon Activities Fund: The income of this fund is used to support public events and individual projects that further the welfare and enhance the community of Bowdoin College, and that preserve and promote the fellowship, community, spirit, diversity, and ideals that Delta Sigma and Delta Upsilon offered to the Bowdoin community. (1997)

Faculty Development Fund: The income of this fund, established by Charles Austin Cary 1910, A.M. H'50, LL.D. '63, is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries. (1956)

Faculty Research Fund: This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty. (1979)

The Fletcher Family Fund: This fund was established by William C. Fletcher '66. Income from the fund provides support for faculty research leading to publication and presentation. (2000)

The Henni Friedlander Award for the Common Good (2005): This fund was established by Martin and Sheila Friedlander in memory of Henni Friedlander (mother of Martin, a member of the Class of 1971), who survived Nazi Germany to immigrate to the United States, where she was an inspiring example of how love and joy of life can lift the human spirit and enable us as a society to promote the common good. The fund provides a monetary prize to an individual who has overcome significant adversity in his or her own life and gone on to make a highly significant contribution to the common good. In addition, the fund supports a lecture by the awardee on the subject of his or her life's achievement in both the area of the common good and his or her profession. To the extent possible, the awardee will spend a day or two on campus interacting with members of the college community so that they can better appreciate the value of the individual's accomplishments.

In years when sufficient funds are available, *The Henni Friedlander Student Prize* shall also be awarded to a Bowdoin undergraduate who has similarly overcome adversity in his or her own life and gone on to contribute to the common good.

Sydney B. Karofsky Prize for Junior Faculty: This prize, given by members of the Karofsky family, including Peter S. Karofsky, M.D. '62, Paul I. Karofsky '66, and David M. Karofsky '93, is to be awarded annually by the dean for academic affairs, in consultation with the Faculty Affairs Committee on the basis of student evaluations of teaching, to an outstanding Bowdoin teacher who "best demonstrates the ability to impart knowledge, inspire enthusiasm, and stimulate intellectual curiosity." The prize is given to a member of the faculty who has taught at the College for at least two years. In 2007 the award was given to Charles Dorn, assistant professor of education. (1992)

James R. Pierce Athletic Leadership Award: Established by James R. Pierce Jr., in memory of James R. Pierce '46, the income of this fund is used to support an annual stipend for a member of the Bowdoin coaching staff to attend a professional conference or other continuing education activity. The recipient is selected on the basis of "superior teaching ability, unbridled enthusiasm for his/her sport, empathy for the Bowdoin scholar-athlete, and desire to inculcate a sense of sportsmanship and fair play regardless of circumstances." (1993)

Campus and Buildings

Bowdoin College is located in Brunswick, Maine, a town of approximately 22,000 population, first settled in 1628, on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The 215-acre campus is organized around a central quadrangle.

On the north side of the quadrangle is **Massachusetts Hall** (1802), the oldest college building in Maine, which now houses the English department. The building was designated a Registered Historical Landmark in 1971, and the campus became part of the Federal Street Historic District in 1976. To the west of Massachusetts Hall, **Memorial Hall,** built to honor alumni who served in the Civil War and completed in 1882, was completely renovated and reopened in spring 2000. The historic building contains the modernized 610-seat **Pickard Theater** and the 150-seat **Wish Theater** in a pavilion linked to Memorial Hall by a glass atrium. Support space houses a scene shop, a costume shop and storage, rehearsal spaces, and dressing rooms for the theater and dance programs.

On the west side of the Quad along Park Row, the **Mary Frances Searles Science Building** (1894) has also undergone a major renovation. The remodeled facility houses the departments of physics, mathematics, and computer science. Adjacent to Searles, the **Visual Arts Center** (1975) contains offices, classrooms, studios, and exhibition space for the art department, as well as **Kresge Auditorium**, which seats 300 for lectures, films, and performances. The **Walker Art Building** (1894), designed by McKim, Mead and White, houses the **Bowdoin College Museum of Art.** The building recently underwent a major renovation and expansion, and reopened in October 2007. The **Harvey Dow Gibson Hall of Music** (1954) provides facilities for the music department. At the southwest corner of the quadrangle is **Hawthorne-Longfellow Library Building** (1965), which houses the main facilities of the College library, including the George J. Mitchell Department of Special Collections & Archives on the third floor. The offices of the president and the dean for academic affairs are located on the west side of the Hawthorne-Longfellow building.

On the south side of the Quad is **Hubbard Hall** (1903), once the College's library and now the site of the **Peary-MacMillan Arctic Museum and Arctic Studies Center**; the departments of economics, government and legal studies, and history; some information technology offices; and the library's **Susan Dwight Bliss Room**, which houses a small collection of rare illustrated books. The back wing of Hubbard Hall is connected to the library and contains book stacks and a study room. A newly carved replica of the building's original gargoyle now looms atop Hubbard Hall.

In the center of the east side of the Quad is the **Chapel**, designed by Richard Upjohn and built between 1845 and 1855, a Romanesque church of undressed granite with twin towers and spires that rise to a height of 118 feet. A magnificent restoration of the historic Chapel interior was completed in 1997–98, and restoration of the Chapel towers was completed in 2004. Offices of the Joseph McKeen Center for the Common Good and the American Musicological Society are currently located in **Banister Hall**, the section of the Chapel building originally used for the College's library and art collection.

To the north and south of the Chapel is a row of five historic brick buildings: five residence halls—south to north, **Coleman** (1958), **Hyde** (1917), **Appleton** (1843), **Maine** (1808), and **Winthrop** (1822) halls. The College has recently completed the renovation of these five buildings, as well as Moore Hall, located to the east of Moulton Union.

At the north end of the row of "bricks," next to Bath Road, is **Seth Adams Hall** (1861), which once served as the main facility of the Medical School of Maine and now houses the department of sociology and anthropology and the **Environmental Studies Center**, as well as classrooms and faculty offices. The building recently underwent an extensive renovation, which was completed in late summer 2008.

To the east of the main Quad are two secondary quadrangles divided by a complex comprising **Morrell Gymnasium** (1965); **The Peter Buck Center for Health and Fitness** (2009), which houses athletics department offices, the student healthcare office, and the fitness and wellness centers; **Sargent Gymnasium** (1912); the **David Saul Smith Union** (1995, originally built in 1912 as the General Thomas Worcester Hyde Athletic Building); and **Studzinski Recital Hall** and **Kanbar Auditorium** (2007, originally built as the **Curtis Pool Building** in 1927). The David Saul Smith Union houses a large, central, open lounge, the College bookstore and mail center, a café, convenience store, **Jack Magee's Grill**, a game room, meeting rooms, and student activities offices.

Across Sills Drive through the pines behind Dayton Arena are **Whittier Field**, **Hubbard Grandstand** (1904), and the **John Joseph Magee Track**, which was rededicated in honor of Joan Benoit Samuelson '79 in 2005. The **Schwartz Outdoor Leadership Center** (2002), campus headquarters of the Bowdoin Outing Club, is located on Sills Drive near the entrance to Whittier Field.

To the northwest of this group of buildings, a multidisciplinary science center (1997) combines 75,000 square feet of new construction, named **Stanley F. Druckenmiller Hall** in honor of the grandfather of the building's chief donor, Stanley F. Druckenmiller '75; and 30,000 square feet of renovated space in **Parker Cleaveland Hall** (1952), which is named for the nineteenth-century Bowdoin professor who was a pioneer in geological studies. The science facility is linked to the **Hatch Science Library**, which opened in 1991. The complex houses the departments of biology, chemistry, and geology.

Adjoining the science facilities is **Sills Hall** (1950), home to the departments of classics, German, Romance languages, Russian, and film studies; and the **Language Media Center**. One wing of Sills Hall houses **Smith Auditorium**, which has advanced electronic facilities for film and other presentations.

Kanbar Hall, located at the corner of Bath Road and Sills Drive adjacent to Smith Auditorium, opened in September 2004. The 26,000-square-foot building houses the department of psychology and the College's Center for Learning and Teaching, which includes the Baldwin Program for Academic Development, the Quantitative Reasoning Program, and the Writing Project.

To the south of the athletics buildings and the Smith Union, an area called the **Coe Quadrangle** adjoins the **Moulton Union** (1928), which contains the offices of the dean of student affairs, the registrar, and Bowdoin **Career Planning**, and the residential life staff, as well as dining facilities, and several conference rooms and lounges. Also in that quadrangle are **Moore Hall** (1941), a residence hall, and the **Dudley Coe Building** (1917), which contains the Campus Services copy center, the WBOR radio station, the Off-Campus Study Office, the Upward Bound Office (as of Oct. 2009), and faculty offices.

On College Street near Coles Tower, the **John Brown Russwurm African American Center**, which opened in 1970 as a center for African American studies, was formerly a faculty residence known as the **Little-Mitchell House** (1827). Named in honor of Bowdoin's first African American graduate, the Center houses the offices of the Africana Studies Program, a reading room, and a library of African and African American source materials.

The Russwurm African American Center stands in front of sixteen-story **Coles Tower** (1964), which provides student living and study quarters, seminar and conference rooms, lounges, and the events and summer programs office, audiovisual services, information technology offices, and the Textbook Center. Connected to the tower are new and expanded dining facilities in **Frederick G. P. Thorne Hall**, which includes **Wentworth Servery** and **Daggett Lounge.** The basement of Thorne Hall houses the Bowdoin Bookstore Textbook Center. **Sarah Orne Jewett Hall**, the third side of the Coles Tower complex, currently houses several administrative offices.

To the east of the Coles Tower complex are two residence halls completed in the summer of 1996. A six-story building is named **Harriet Beecher Stowe Hall** in honor of the author of *Uncle Tom's Cabin.* A four-story building is named **Oliver Otis Howard Hall** in honor of Major General Oliver Otis Howard of the Class of 1850, first commissioner of the Freedmen's Bureau and founder of some seventy educational institutions, among them Howard University. **Chamberlain Hall**, named for Joshua Lawrence Chamberlain of the Class of 1852, was completed in the summer of 1999 and stands on the west side of Coles Tower. Two new student residence halls, **Osher Hall** and **West Hall**, located on the corner of South Street and Coffin Street, opened in 2005. The **Children's Center**, which is located to the south of Chamberlain Hall, was opened in 2003.

The building at 4 College Street (1901), which stands to the west of Coles Tower and which formerly housed the Delta Kappa Epsilon and the Kappa Delta Theta fraternities, has been extensively renovated to serve as the admissions office. The building has been named the **Burton-Little House** in honor and memory of Harold Hitz Burton (Class of 1909, LL.D. 1937), United States Supreme Court Justice from 1945 to 1958; and of George T. Little (Class of 1877), who was for many years a Bowdoin professor, librarian, and College historian and an ardent benefactor of the Delta Kappa Epsilon fraternity. The student aid office is located at **Gustafson House**, 261 Maine Street.

Various offices occupy buildings around the perimeter of the campus, many of them in historic houses donated by townspeople and former members of the faculty. The Asian Studies Program inhabits **38 College Street**. The Women's Resource Center, at **24 College Street**, includes a library, meeting rooms, and the Resource Center for Sexual and Gender Diversity. The **Herbert Ross Brown House**, at **32 College Street**, now houses the counseling service offices. **Boody-Johnson House** (1849), on Maine Street, is named for Henry Hill Boody, a member of the Class of 1842 and a teacher of Greek and rhetoric at the College, who hired the architect Gervase Wheeler to design the house for him; and for Henry Johnson, a distinguished member of the faculty and first director of the Museum of Art, and Frances Robinson Johnson. The building was designated a Registered Historical Landmark in 1975. It contains faculty and staff offices, as well as meeting and seminar spaces. **Chase Barn Chamber**, located in the ell, is used for small classes, seminars, and conferences. **Ashby House** (1845–55), next to Boody-Johnson House, is occupied by the religion department and various faculty offices.

On Bath Road, **Ham House** and the former Getchell House have both undergone extensive renovations. Ham House now serves as the location of the treasurer's office, while Getchell House, now the **Edward Pols House**, contains offices of the philosophy department and faculty in Latin American studies. The **Matilda White Riley House** at 7 Bath Road houses the education department. The investments office is located at **80 Federal Street**, which was renovated in 2007.

Surrounding the central campus are various athletics, residential, and support buildings. The largest of these is the athletics complex two blocks south of Coles Tower. Here are the **William Farley Field House** (1987) and Bowdoin's 16-lane **A. LeRoy Greason Swimming**

Pool; **Pickard Field House** (1937); the **Lubin Family Squash Center** (1999) with seven international courts; eight outdoor tennis courts; **Pickard Field**; the **Howard F. Ryan Astroturf Field** (2003); and 60 acres of playing fields. The **Sidney J. Watson Arena**, the new 1,900-seat home of Bowdoin ice hockey, opened in 2009.

On the north side of the campus, **Rhodes Hall** (1867), once the Bath Street Primary School, houses the offices of facilities management and safety and security. The former home of Bowdoin's presidents, **85 Federal Street** (1860) was converted in 1982 for the use of the development office. **Cram Alumni House** (1857), next door to 85 Federal, is the center of alumni activities at Bowdoin. **Cleaveland House**, the former residence of Professor Parker Cleaveland (1806), at 75 Federal Street, has served as the president's house and is used for some College functions and guests. **Copeland House**, formerly the home of Manton Copeland, professor of biology from 1908 until 1947, provides additional space for development and college relations offices.

Student residences and former fraternity houses, many of them in historic buildings, are scattered in the residential streets around the campus. Several of these have been selected to serve as College Houses as part of the College House System. These include **Baxter House** (1901), designed by Chapman and Frazer and built by Hartley C. Baxter, of the Class of 1878; **Burnett House**, built in 1858 and for many years the home of Professor and Mrs. Charles T. Burnett; **Reed House** (1932), formerly the Chi Psi fraternity house; **Helmreich House** (1900), formerly the Alpha Rho Upsilon fraternity house and named in honor of Professor Ernst Helmreich; **Howell House** (1924), the former Alpha Delta fraternity house, now named in honor of Bowdoin's tenth president, Roger Howell Jr.; the former Psi Upsilon fraternity house, now named the **George (Pat) Hunnewell Quinby House** (1903) in honor of a former director of theater at Bowdoin (1934–1966); **Samuel A. Ladd Jr. House** (1929), formerly Zeta Psi/Chi Delta, at 14 College Street; and the **Donald B. MacMillan House** (1942), formerly Theta Delta Chi, at 5 McKeen Street.

Additional College-owned student residences include the **Brunswick Apartments**, on Maine Street, which provide housing for about 150 students; **10 Cleaveland Street**; the recently renovated **30 College Street**, which also houses a multicultural center; the **Harpswell Street Apartments** and the **Pine Street Apartments**, which opened in the fall of 1973; the **Mayflower Apartments**, at 14 Belmont Street, about two blocks from the campus; and the **Winfield Smith House**, named in memory of L. Winfield Smith, of the Class of 1907.

Bowdoin's facilities extend to several sites at varying distances from the central campus. The **McLellan Building** (1999), located a few blocks from campus at 85 Union Street, houses human resources, communications and public affairs, the controller's office, art studios, and a large conference room.

Research and field stations, which in some cases also serve as areas for outdoor recreation, include the **Bowdoin Pines**, on the Federal Street and Bath Street edge of the campus; **Coleman Farm** in Brunswick; and the **Coastal Studies Center**, with marine and terrestrial laboratories and a farmhouse and seminar facility on nearby Orr's Island. Property at **Bethel Point** in nearby Cundy's Harbor has served as a marine research facility and is used as a practice site by the sailing team. Facilities located adjacent to **Sawyer Park** on the New Meadows River in Brunswick are used by the rowing team. The **Bowdoin Scientific Station** is located on Kent Island, Bay of Fundy, Canada. In 2005, the College acquired two neighboring islands, **Hay** and **Sheep**, to preserve the unique environment offered by the scientific station.

The architectural history of the campus is thoroughly discussed in *The Architecture of Bowdoin College* (Brunswick: Bowdoin College Museum of Art, 1988), by Patricia McGraw Anderson.

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  Sargent Gymnasium (36), G-7
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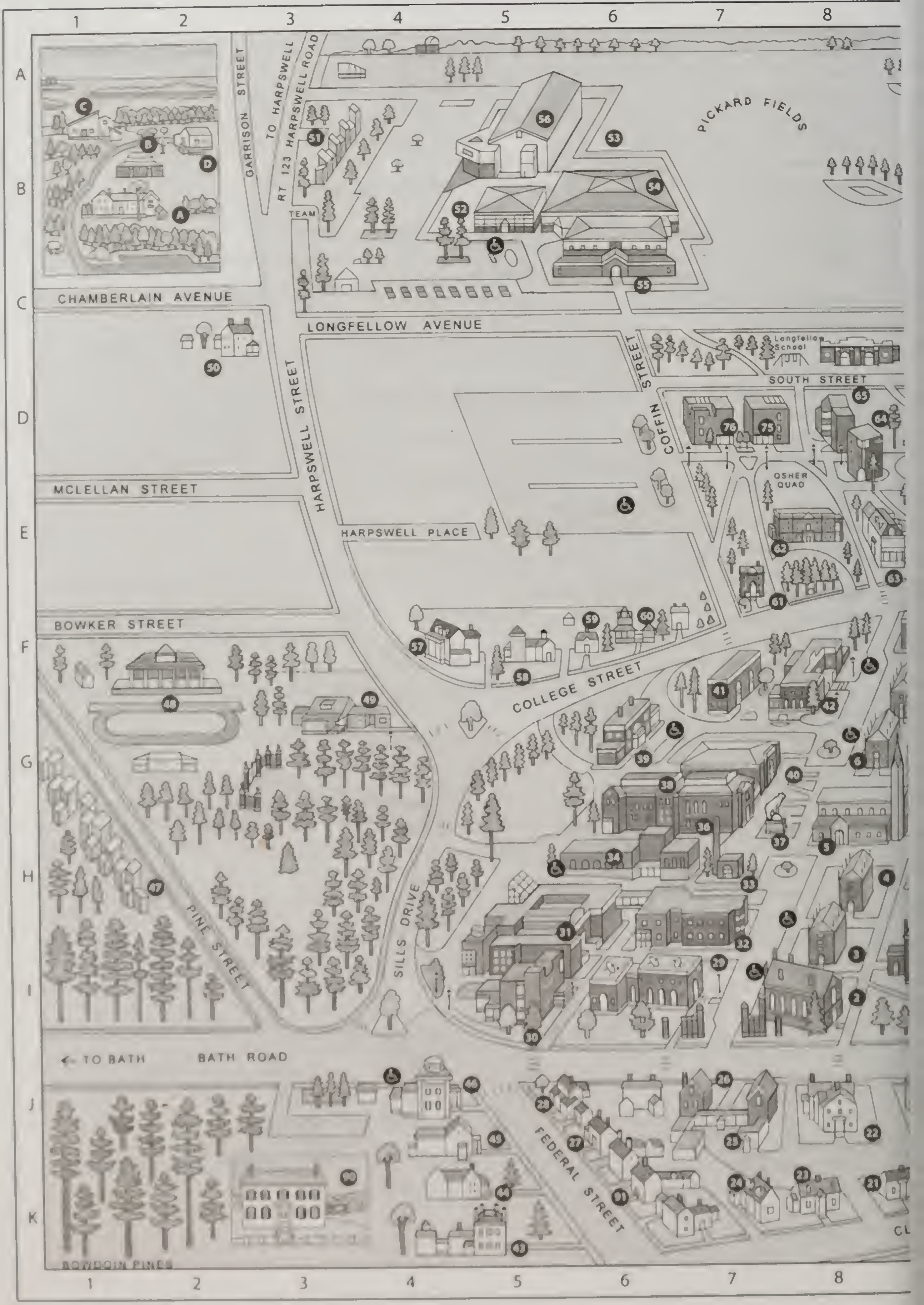
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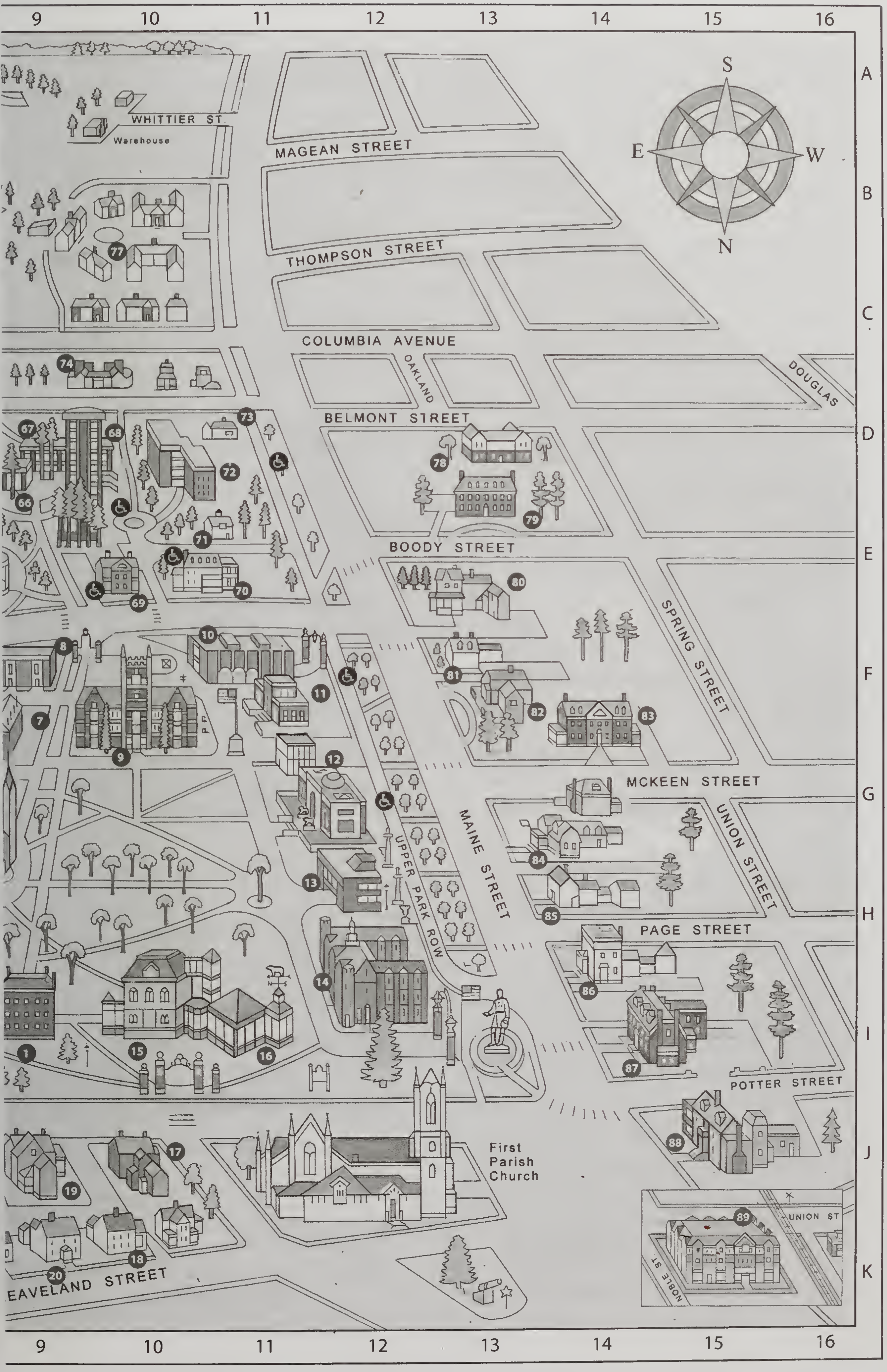
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